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*As for the wise, their
body alone perishes in
this world — Rashi*

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Brandeis University

The
Graduate School
of Arts and
Sciences

1968/1969

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**brandeis
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1968-1969

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*As for the wise, their
body alone perishes in
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*f Supreme Court Justice
Louis Dembitz Brandeis*

— Information is correct as of July 1, 1968.

Vol. XVIII No. 2, August, 1968

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three times in August and once each in September, January and May;
at Brandeis University, Waltham, Massachusetts 02154.*

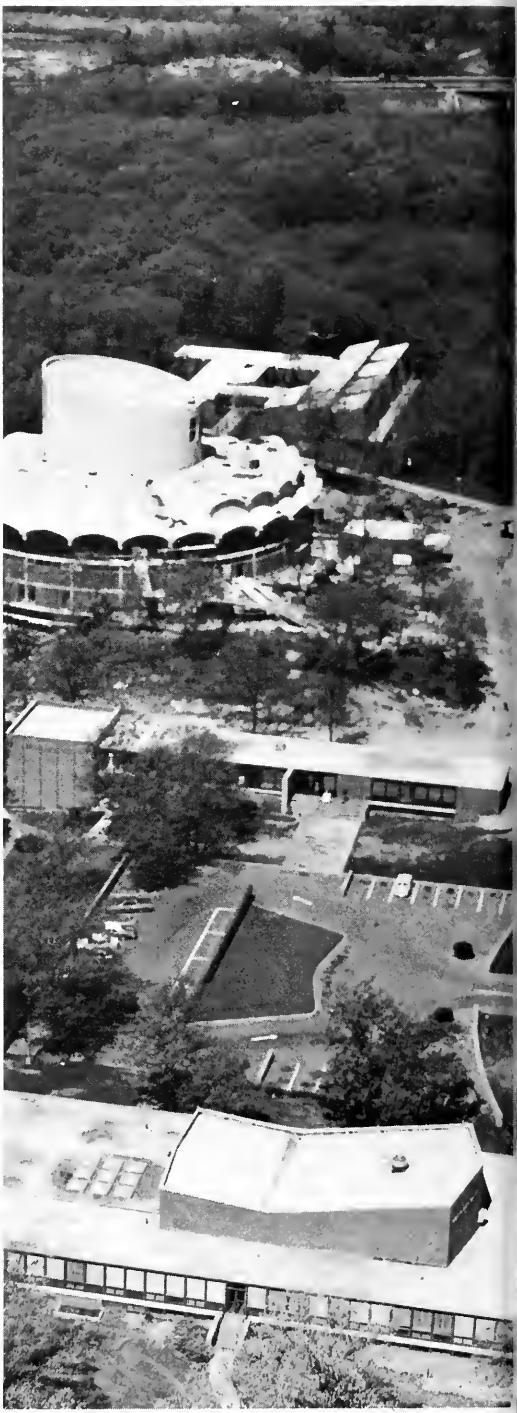
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"It must always be rich in goals and ideals, seemingly attainable but beyond immediate reach . . .

"It must become truly a seat of learning where research is pursued, books written, and the creative instinct is aroused, encouraged, and developed in its faculty and students.

"It must ever be mindful that education is a precious treasure transmitted—a sacred trust to be held, used, and enjoyed, and if possible strengthened, then passed on to others upon the same trust."

—from the writings of
LOUIS DEMBITZ BRANDEIS (1856–1941)
on the goals of a university.



creative arts complex

"Brandeis will be an institution of quality, where the integrity of learning, of research, of writing, of teaching, will not be compromised. An institution bearing the name of Justice Brandeis must be dedicated to conscientiousness in research and to honesty in the exploration of truth to its innermost parts.

"Brandeis University will be a school of the spirit—a school in which the temper and climate of the mind will take precedence over the acquisition of skills and the development of techniques.

"Brandeis will be a dwelling place of permanent values—those few unchanging values of beauty, of righteousness, of freedom, which man has ever sought to attain.

"Brandeis will offer its opportunities of learning to all. Neither student body nor faculty will ever be chosen on the basis of population proportions, whether ethnic or religious or economic."

DR. ABRAM L. SACHAR, Brandeis' first president, at ceremonies
inaugurating the University, October 8, 1948





Table of Contents

Academic Calendar	8
Brandeis University	11
The Graduate School of Arts and Sciences	41
General Information	41
Academic Regulations	49
General Degree Requirements	56
Fees	60
Areas of Study and Courses	67
Fellowships	208
Directories	221
Index	240

Academic Calendar 1968-1969

Fall Term

Monday	September 16 and	Registration, including payment of fees.
Tuesday	September 17	Students who register later will be fined \$10.00.
Thursday	September 19 and	Opening days of instruction in all courses.
Friday	September 20	
Monday	September 23 and	No University Exercises.
Tuesday	September 24	
Wednesday	October 2	No University Exercises.
Monday	October 7	No University Exercises.
Tuesday	October 8	Final date for Fall Term registration.
Thursday	October 10	Final date for changing program without \$10.00 fee.
Monday	October 14	No University Exercises.
Wednesday	October 16	Final date for adding courses with \$10.00 fee.
Monday	November 11	No University Exercises.
Thursday	November 28 and	No University Exercises.
Friday	November 29	
Monday	December 2	Final date for dropping courses with \$10.00 fee. Last day for February degree candidates to submit final drafts of dissertations to department chairmen. Final date for February degree candidates to submit "Application for Degree" to Graduate School Office.
Friday	December 20	Winter Recess begins after last class.
Monday	January 6	Classes resume.
Friday	January 10	Final date for faculty certification that February M.A. and M.F.A. candidates have satisfactorily completed degree requirements. Final date for faculty certification that February Ph.D. candidates have satisfactorily completed and defended their dissertations.
Tuesday	January 14 and	Registration for Spring Term for all currently enrolled students. Those who register later will be fined \$10.00.
Wednesday	January 15	
Friday	January 17	Final date for February degree candidates to discharge all financial indebtedness to the University.
Monday	January 20	No University Exercises.
Tuesday	January 21 through	Mid-year examinations.
Friday	January 31	
Thursday	January 30	Registration for students entering or returning from leave in the Spring Term. Those who register at a later date will be fined \$10.00.
Friday	January 31	Final date for admission to candidacy for the Ph.D. degree and for completion of residence and language requirements for all students expecting to have the Ph.D. conferred in June 1969. Final date for deposit of Ph.D. dissertations by February degree candidates with the

Dean of the Graduate School. Final date for reporting incomplete grades for Spring Term 1967-68.

Friday February 7 Grades due for all Fall Term courses.

Spring Term:

Monday	February 3 and	Opening days of instruction in all courses.
Tuesday	February 4	
Tuesday	February 18	Final date for changing program without \$10.00 fine.
Tuesday	February 25	Final date for adding courses with \$10.00 fine.
Monday	March 3	Final date for registered students to file "Application for Financial Aid" for 1969-70.
Tuesday	April 1	Spring recess begins after last class. Final date for dropping courses with \$10.00 fine. Last date for June Ph.D. candidates to submit final drafts of dissertations to department chairmen. Final date for all June degree candidates to file "Application for Degree" with Graduate School Office.
Monday	April 14	Classes resume.
Friday	April 25	Final date for faculty certification that June M.A. and M.F.A. candidates have completed foreign language requirements.
Thursday	May 15	Final date for faculty certification that June Ph.D. candidates have satisfactorily completed and defended dissertations. Final date for faculty certification of Master's theses. Final date for certification that June M.A. and M.F.A. candidates have passed qualifying examinations. Final examinations.
Monday	May 19 through	No University Exercises.
Thursday	May 29	No University Exercises.
Friday	May 23	Grades due for June degree candidates. Final date for deposit of Ph.D. dissertations with the Dean of the Graduate School. Final date for reporting incomplete grades for Fall Term courses. Final date for June degree candidates to discharge all financial indebtedness to the University.
Friday	May 30	Grades due for all Spring Term and full year courses. Final date for admission to candidacy for the Ph.D. degree and completion of residence and language requirements for students expecting to have the Ph.D. conferred in February, 1970.
Monday	June 2	Baccalaureate.
Friday	June 6	Commencement.
Saturday	June 7	
Sunday	June 8	



Brandeis University



Brandeis University has set itself to develop the whole man, the sensitive, cultured, open-minded citizen who grounds his thinking in facts, who is intellectually and spiritually aware, who believes that life is significant, and who is concerned about society and the role he will play in it.

The University will not give priority to the molding of vocational skills, nor to developing specialized interests at the expense of a solid general background. This does not mean that what is termed practical or useful is to be ignored. Brandeis merely seeks to avoid specialization unrelated to our basic heritage—its humanities, its social sciences, its sciences and its creative arts. For otherwise, fragmentized men, with the compartmentalized point of view that has been the bane of contemporary life, are created.

A realistic educational system must offer adequate opportunity for personal fulfillment. Education at Brandeis encourages this drive for personal fulfillment, but only within the framework of social responsibility. Thus Brandeis seeks to educate men and women who will be practical enough to cope with the problems of a technological civilization, yet mellowed by the values of a long historical heritage; self-sufficient to the point of intellectual independence, yet fully prepared to assume the responsibilities society imposes.

Brandeis University came into being because of the desire of American Jewry to make a corporate contribution to higher education in the tradition of the great American secular universities that have stemmed from denominational generosity. By choosing its faculty on the basis of capacity and creativity, and its students according to the criteria of academic merit and promise, the University hopes to create an environment which may cause the pursuit of learning to issue in wisdom.



This initial and unwavering commitment to excellence has earned early acceptance for the University within academic circles. Full accreditation came to Brandeis at the earliest possible moment. In 1961, Phi Beta Kappa granted permission for a chapter (Mu of Massachusetts) to be formed on its campus. Most recently the Ford Foundation assessed the record and potential of the University and buttressed their belief in its future with two major challenge grants to Brandeis for academic excellence, an accolade accorded to only five universities in the nation.

University Organization

Brandeis is one of the few small universities in the United States. The academic programs, described below, are each limited in size to encourage quality and integrity of intellectual achievement. There is constant interaction between college, graduate and professional schools, and institutes. The accomplishments of one set automatic pace for the others, and the interchange benefits all, creating an intellectual environment of decided vitality. Additionally, the organic richness of the extensive research activity fertilizes the undergraduate roots of the institution no less than the graduate and professional programs.

The College of Arts and Sciences

In keeping with its general objectives, Brandeis attaches the greatest of importance to the liberal arts curriculum. It is designed to offer full academic opportunities for those students planning to pursue graduate or professional studies as well as those whose educational objective is the baccalaureate degree.

The College of Arts and Sciences offers instruction in the Schools of Creative Arts, Humanities, Social Science and Science. Regularly matriculated students pursuing courses of instruction under the Faculty of Arts and Sciences may, upon satisfactory completion of the first year, continue as candidates for the Bachelor of Arts degree.

Established in 1948, full accreditation was received by Brandeis' College of Arts and Sciences from the New England Association of Colleges and Secondary Schools in 1953.

The Graduate School of Arts and Sciences

The Graduate School is designed to educate broadly as it trains professionally. It is sensitive to the fact that as specialization increases within society, the traditional boundaries between the Ph.D. and advanced professional degrees are gradually losing their distinctions. It seeks to achieve a spirit of informality, without sacrificing work disciplines.

The Graduate School of Arts and Sciences offers courses of study leading to the master's and doctor's degrees. Graduate areas include Anthropology, Astro-Physics, Biochemistry, Biology, Biophysics, Chemistry, Comparative History, Contemporary Jewish Studies, English and American Literature, History of American Civilization, History of Ideas, Mathematics, Mediterranean Studies, Music, Near Eastern and Judaic Studies, Philosophy, Physics, Politics, Psychology, Sociology and Theater Arts.

The Florence Heller Graduate School for Advanced Studies in Social Welfare

The Florence Heller Graduate School for Advanced Studies in Social Welfare, made possible through the generous grant of the late Mrs. Florence Heller of Chicago, was established at Brandeis University in 1959. The School has two basic educational programs:

1. The doctoral program for experienced social welfare practitioners who have the degree of Master of Social Work, or its equivalent, and experience on a professional level.
2. The pre-doctoral program for students without professional experience leading to the degrees of Master of Social Work and Doctor of Philosophy.

The program of study both for the experienced social welfare workers and beginners leads to the doctorate and is designed to qualify graduates for administrative and consultative roles in established areas of social work, as well as newly emergent areas such as international social work, inter-group organization, labor, industry and government. Emphasis is placed upon community organization, social work administration and research, making full use of the social sciences.

Students who enter the doctoral program are required to spend two years in residence. Those who enter the pre-doctoral program will receive the degree of Master of Social Work during the period of their doctoral study when they complete the requirements for the Master's degree.

(Full information is available in the catalog of the Heller Graduate School.)

The Danielson School of Philosophy, Ethics and Religious Thought

The Albert V. Danielsen School of Philosophy, Ethics and Religious Thought was made possible through a gift from a Wellesley Hills, Massachusetts, philanthropist and Fellow of the University.

The School includes the Department of Philosophy which now combines undergraduate and graduate programs through the M.A. and Ph.D. degrees. The graduate program in philosophy is designed to prepare students for careers in the field as scholars and teachers, and it places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. Added to the two fully endowed chairs of philosophy in the School is the Albert V. Danielsen Chair in Christian Thought, and, in the future, there will be sought a strengthening of studies and faculty in the areas of social ethics and religious thought.

The Danielsen School thus hopes to encourage the advancement of philosophical thought in the context of contemporary issues, following the broadest scholarly and interdisciplinary approaches in an age of ecumenism and imperative social need.

The Kutz School of Biology

The Milton and Hattie Kutz School of Biology was made possible through a gift from the estate of the late Hattie Kutz of Wilmington, Delaware. The School encompasses the University's undergraduate and graduate biology departments. The biology curricula present a comprehensive body of courses that advance from fundamental studies to more complex areas with special heed to new discoveries and the results of current experimentation.

Students are offered a well-conceived balance between traditional background in biology and the thorough discussion of new knowledge constantly developing in this discipline. They are also encouraged to engage in original research and independent study. The biology program, directed and taught by first-rank scientists, also provides research and teaching opportunities for a large number of post doctoral fellows.

A sizable portion of the governmental, industrial and private research grants awarded to the University are devoted to varied projects in biology, including cancer research. Distinguished scientists appear frequently at colloquia and lectures to explain their investigations.

Lown School of Near Eastern and Judaic Studies

Created through the generosity of Philip W. Lown of West Newton, Massachusetts, the Lown School of Near Eastern and Judaic Studies encompasses an intensive teaching and research program in ancient and modern Jewish thought, history, culture and issues. The University has assembled an array of distinguished scholars who, on both the undergraduate and graduate level, offer an extremely broad complex of programs designed to prepare them for scholarly careers or for communal service.

The School includes the Center for Contemporary Jewish Studies, organized for the specific purpose of further research and seminars dealing with major contemporary issues. Another activity of the School is the Institute for Advanced Judaic Studies, which sponsors research, lecture, colloquia and related publications, as well as offering a number of postdoctoral fellowships.

The Lown School of Near Eastern and Judaic Studies cooperates closely with the American Jewish Historical Society, whose headquarters building on the Brandeis University campus was completed during 1968.

The Poses School of Fine Arts

The Poses School of Fine Arts, established through a gift from Mr. and Mrs. Jack I. Poses of New York City, embodies the broad undergraduate curriculum in the fine arts. It also incorporates the Poses Institute of Fine Arts, which supplements course-work and workshops in painting and sculpture. Plans for launching a graduate program are now under study.

The undergraduate program in fine arts provides a substantial area of studies in the form and meaning of art from the present day to antiquity. The program stresses individual creativity and the varied techniques of the artist.

The Poses Institute of Fine Arts is host to exhibitions of paintings, sculpture, artifacts and other forms of contemporary and traditional art in the

University's museum and many gallery halls. It is the focus of the Brandeis art acquisition program and conducts lecture series and symposia with notable historians, critics and artists. Its annual institutes are concerned with basic issues in the arts and contemporary life.

Medical Science Research Center

Of the more than eight million dollars in research grants currently in effect at Brandeis, a good deal more than half supports faculty research projects which are of direct and indirect importance and significance to medical science. Medically oriented work is being carried on, not only in biochemistry, biology, chemistry and microbiology, but in psychology, sociology and in the University's Florence Heller Graduate School for Advanced Studies in Social Welfare.

Under a Commonwealth Fund study grant, the University carefully scrutinized a variety of ways in which it might make major contributions to medicine. As a result of the study, it has been decided to create a Medical Science Research Center for the University to build from its already highly esteemed strength in basic research.

In its first stages the Center's activities will be relatively modest, seeking to draw together Brandeis faculty whose research work is medically related, and to bring about a better coordination, without diminution of present teaching responsibilities or altering important research projects already under way. But simultaneously, under the leadership of a Director and the advice of a Faculty Council, the Center will gradually broaden its scope, encouraging new research, inviting the participation of distinguished scholars and medical scientists, offering hospitality for younger researchers at a fellowship level, sponsoring symposia and colloquia and underwriting scholarly publication. Hopefully, a vital Medical Research Center will evolve.

Related Academic Programs

Jacob Hiatt Institute in Israel

The University conducts an annual semester Institute in Israel. Open to college and university juniors and selected seniors who have completed introductory courses in political science, sociology, or social psychology, the Institute offers instruction in modern Jewish and Israel history, Israel political and social institutions and the Hebrew language.

Made possible by Mr. and Mrs. Jacob Hiatt of Worcester, Mass. the Institute, which is located in Jerusalem and directed by Brandeis faculty, is unique in that it emphasizes first-hand investigation. Formal classroom work is supplemented by seminars with persons prominent in Israel's political and

economic life, and field work is conducted at on-the-spot locations such as factories, seaports, labor councils, agricultural settlements, Arab and Christian communities, army training centers and mineralogical exploration points in the Negev Desert.

Enrollment in the Hiatt Institute is also open to a limited number of qualified students from other colleges and universities. Among the colleges and universities, in addition to Brandeis, from which students have come to study at the Jacob Hiatt Institute are: Antioch, Boston University, Brooklyn College, Brown University, Bryn Mawr, University of California, City College of New York, Carleton, Clark, Colby, Cornell, Dickinson, Goucher, Harvard, Hunter, University of Illinois, Jackson College (Tufts University), Massachusetts Institute of Technology, Oberlin, Ohio State, University of Pennsylvania, Reed, Temple, Vanderbilt, University of Vermont, Washington University, Wayne State, Wesleyan and University of Wisconsin.

Wien International Scholarship and Fellowship Program

The Wien International Scholarship Program, created in 1958 by the Lawrence A. and Mae Wien Fund, is designed to further international understanding, to provide foreign students with opportunities for study in the United States, and to enrich the intellectual and cultural life of the Brandeis campus.

The Program permits the University to offer scholarships and fellowships on the undergraduate and graduate levels. The undergraduate scholarship covers the basic costs of tuition, on-campus board and room, and standard student fees. In some instances, based upon financial need, the grant may be extended to include book allowances, a weekly maintenance allowance, and—on very rare occasions—travel. Awards made for a single academic year to students who are candidates for a degree may be renewed upon application. Renewals may be granted by the Committee on the Admission of Wien Scholars and its decision is final.

Undergraduate applicants may also be accepted as Special Students. Such students must have completed at least the first degree in their home countries. With the consent of the Director of the Program, they may then take courses at Brandeis which do not duplicate those studied at their home universities. Grants for Special Students are given for only one year and may not be renewed. It is expected that Special Students will apply for this "year abroad" in order to enhance and complement work taken in their own countries, and that these students will return to their home universities when their year at Brandeis has been completed.

All applicants for both the undergraduate and graduate grants must have a thorough knowledge of the English language inasmuch as all students study within the regularly organized curriculum. In addition, opportunities are

provided for all Wien Scholars to attend special seminars, conferences, and field trips which are planned to provide an understanding of many facets of American society.

The Wien Program participates with Harvard, Boston College, Boston University, and Massachusetts Institute of Technology in the BASIS (Boston Area Seminar for International Students) summer orientation program which is open to students who have been admitted to these universities. This program facilitates the adjustment of foreign students to American academic communities. Foreign students also have the privilege of participating in a program-oriented, home-stay schedule of visits and hospitality developed through the Wien Office.

Inquiries concerning the undergraduate program should be addressed to the Wien International Scholarship Program at the University and should contain a brief resumé of the applicant's scholastic background and field of interest. Inquiries concerning the graduate program may be addressed either to the Wien Office or to the Graduate School itself.



Lemberg Center for the Study of Violence

The Lemberg Center for the Study of Violence was organized to provide, within a scholarly setting, major research and training in the problems of violence and to establish a forum for a continuous dialogue that will reach out to all segments of the community. The staff of the Center, which is an outgrowth of the University's three national conferences on violence, seeks to analyze the legal, psychological, psychiatric and sociological aspects of violence and hopes to develop techniques for its control. The initial research activities of the Lemberg Center have dealt primarily with the causes of racial violence in fourteen major American communities.

Established through a generous benefaction of Mr. Samuel Lemberg of New York City, the Center has subsequently received substantial research grants from the Ford Foundation and the National Institutes of Mental Health.

The Morse Center for the Study of Communication

The principal function of the Morse Center for the Study of Communication is to further the art of communication in the services of higher education, and to explore ways of better using mass media with particular emphasis on international relations, government, social welfare and related areas. The Center is also concerned with the potentialities that have opened through television and radio, film and computer technology that will allow not only the transmission of knowledge but its creation and perpetuation.

A number of sponsored research studies are underway to determine the viability of creating a Brandeis University "Visual University Press," which would serve as the reference resource for this new media in educational technology. Film, television tapes, film strips and archival material derived through the programs of the Morse Center would encompass research of our own creation, programs of our campus specialists who are developing their own projects and the works of distinguished authorities brought in from other areas.

Amongst programs previously undertaken have been annual quantitative studies of the programming content of American educational television (ETV) multi-national mass communication study programs for representatives of newly emerging nations in cooperation with the United States Department of State.

The Center is primarily underwritten by a major grant from Lester S. and Alfred L. Morse of Boston.

The Sarah and Gersh Lemberg Nursery School

The Lemberg Laboratory-Nursery School was established, as a unit of the Psychology department, in the fall of 1961 through the generosity of Samuel and Lucille Lemberg. Both indoor and outdoor facilities and equipment accommodate some 30 youngsters. Brandeis students enrolled in the education sequence, and students from Tufts University and Wheelock College, serve as practice teachers.

Rosenstiel Biochemistry Program

The graduate and research program in biochemistry is supported by a grant from the Dorothy H. and Lewis Rosenstiel Foundation made "in support of research in the natural sciences with primary emphasis in biochemistry."

The Rosenstiel Biochemistry Program, established in 1957, includes more than 70 graduate and postgraduate research fellows. Among the agencies co-operating in sponsoring research are the National Science Foundation, National Institutes of Health, Office of Naval Research, American Cancer Society, Atomic Energy Commission, the Eli Lilly Company, Howard Hughes Foundation, Rockefeller Foundation, National Dental Institute, and the Damon Runyon Memorial Fund.

Professorships and Lectureships

Jacob Ziskind Professorships

To implement its philosophy of education, the University brings to the campus distinguished academic figures from sister universities both in the United States and abroad who serve as Ziskind Visiting Professors. This program, made possible by the Jacob Ziskind Endowment Fund, enables the University to supplement its regular teaching staff with the presence of academicians drawn from other major streams of educational thought. Inclusion of distinguished foreign academicians serves to challenge and stimulate faculty and students with the introduction of new concepts and new educational viewpoints, thus strengthening the entire educational process.

Louis Dembitz Brandeis Memorial Lecture

The annual Louis Dembitz Brandeis Lecture, named in memory of the late Supreme Court Justice traces its origin to the very beginning of the University's life and is presented under the auspices of the Maurice Bernstein Memorial Fund.

Abba Eban Lectureship

Through the generosity of the late Nathan Straus, this endowment permits an annual lecture by a statesman or scholar on some phase of Middle Eastern affairs.

Harry B. Helmsley Lecture Series

Established to reduce barriers that separate different races, creeds and nationalities, this annual public lecture series has, since its inauguration, featured leading philosophers, educators, government officials and religious leaders in discussions and seminars that relate to intergroup understanding.

Sidney Hillman Memorial Lecture

The Sidney Hillman Memorial Lecture in Public Concern was established by the Sidney Hillman Foundation, Inc., of New York City to create annually, in memory of the late labor leader, a sound and constructive platform which will benefit the broad society and serve an important public cause.

Adolph Ullman Memorial Lecture Series

Established by devoted friends of the late Boston philanthropist and former member of the Brandeis Board of Trustees, to pay tribute to a gifted patron of the creative arts. This annual lecture series presents distinguished artists, critics and historians.

The Martin Weiner Distinguished Lectureships

The income from this endowment fund permits the designation of several Weiner Distinguished Lecturers each year. Lecturers receiving these appointments are selected not only from the academic world, but also include figures drawn from the fields of religion, government, international affairs, letters, science and the business world. The Weiner Distinguished Lecturers enrich the University's curriculum by participating in regular academic seminars and symposia and, in addition, University convocations and public events.

Stephen S. Wise Memorial Lecture

This annual lecture was established by the late Nathan Straus to bring to the University each year a distinguished representative of the liberalism that was basic to the outlook of Dr. Wise.

George and Charlotte Fine Endowment Fund

Created to supplement chamber music programs given under the auspices and direction of the Department of Music, the Fine Endowment Fund makes possible the engaging of visiting artists to perform with members of the Brandeis faculty.



Taping session for Dretzin Living Biographies Program

Special Academic Programs

Rogoff Foundation Trust

The Rogoff Foundation Trust, a major gift established by the trustees of the Rogoff Foundation Inc., provides support for scholarships, fellowships, study or research in the pre-medical or medical sciences, or related life sciences.

American Jewish Historical Society

In the established pattern of learned groups which elect to locate at colleges and universities, the American Jewish Historical Society is housed on the Brandeis campus as a separate and autonomous organization. It provides, however, a focus for scholarly research, symposia, and a common meeting ground for interested undergraduate and graduate students, international figures and for the work carried forth at Greater Boston's many libraries, museums, colleges, and universities; thus enriching both Brandeis and the Society. Its site near both the University library and its Judaic center was made available by Brandeis. The building funds were provided by the late Lee M. Friedman, a former president of the Society, attorney and Boston resident.

Lowell Institute Cooperative Broadcasting Council

Brandeis University is a member of the Lowell Institute Cooperative Broadcasting Council, which sponsors the educational radio station WGBH-FM and Boston's educational TV station WGBH-TV, Channel 2. Brandeis,

along with Boston College, the Boston Symphony Orchestra, Boston University, Harvard University, Lowell Institute, MIT, the Museum of Fine Arts, the New England Conservatory of Music, Northeastern University, Museum of Science, Simmons College, Yale University and Tufts University, makes its teaching facilities available for use by WGBH-FM and its television affiliate, WGBH-TV. One of the significant programs of the University's educational broadcasting is "The Prospects of Mankind," organized by the late Mrs. Eleanor Roosevelt, which appeared on both educational and commercial TV stations in the United States and abroad. This program was sponsored by the National Educational Television Center and was produced by WGBH-TV in cooperation with Brandeis University.

Edith Barbara Laurie Theater Arts Trust Fund

Established by Mr. and Mrs. Irving Laurie in memory of their daughter, the Edith Barbara Laurie Theater Arts Trust Fund aids in the support of the University's respected theater arts program. The funds provided in this gift avail the development and strengthening of the theater arts curriculum and its frequent stage presentations.

Dretzin Living Biographies Program

The techniques of modern electronics, the documentary and the perceptive historian have been combined in *Living Biographies*, an imaginative approach to recording the memoirs of intellectual and other public personages who influence the thought and events of their times. The program is underwritten by Samuel C. Dretzin of New York, a Fellow of the University. *Living Biographies* are video-taped and filmed interviews that serve as historic documents for advanced scholars and undergraduates. The program seeks its subjects everywhere in the world and many notable figures in all facets of public life, the professions, business, arts, sciences and education are participating in the interview program. Among those recently taped are David Ben-Gurion and Carlos P. Romulo. Also participating are Jomo Kenyatta and Julius Nyerere.

Brandeis University Creative Arts Awards

The establishment of the Brandeis University Creative Arts Awards was announced by the University during 1956. Awards are presented annually in the areas of Theater Arts, Music, Poetry or Fiction and Painting or Sculpture. In each of these fields of the arts, two types of awards are bestowed. Achievement medals are conferred upon successful artists for outstanding accomplishments during the year; and grants-in-aid are awarded to young talented persons, in recognition of their creative ability and encouragement for future study and training. Special juries are appointed annually



Richard Rodgers receiving Creative Arts Award from Aaron Copland

in each of the fields to judge the competition. Winners of the 1968 Awards were:

Music: *Medal*, Virgil Thomson; *Citation*, Easley Blackwood

Literature: *Medal*, Lionel Trilling; *Citation*, Elizabeth Marshall Thomas

Painting-Sculpture: *Medal*, Joseph Cornell; *Citation*, Frank Stella

Theater: *Medal*, Richard Rodgers; *Citation*, Tom O'Horgan

Notable Achievement: Martha Graham

Office of Adult Education

To provide adults with the opportunity to pursue courses of instruction in areas of particular interest to them, the Office of Adult Education sponsors daytime seminars, and evening lecture courses, all directed by members of the Brandeis faculty, and all consistent with the quality of Brandeis academic offerings. In addition, the office plans and presents a variety of special public lecture programs throughout the academic year.

Summer Institutes for Adults

The Summer Institutes for Adults seek to broaden the University's academic scope by offering a unique residence program to adults from all sections of the country. Participants may spend either one or two weeks of intensive, uninterrupted study, directed by Brandeis faculty members and supplemented by guest lecturers, on topics broadly concerned with the problems and trends of contemporary civilization.

The Loeb Computer Center

Established through an initial grant from the National Science Foundation, the University's computer center supports research in the social, life and physical sciences and is utilized for other scholarly and administrative purposes. Plans are presently underway for substantial expansion of equipment and facilities. Under active study is installation of a major computer which will be the principal unit in the Isaac Anderson Loeb Foundation Computer Center building, shortly to be erected.

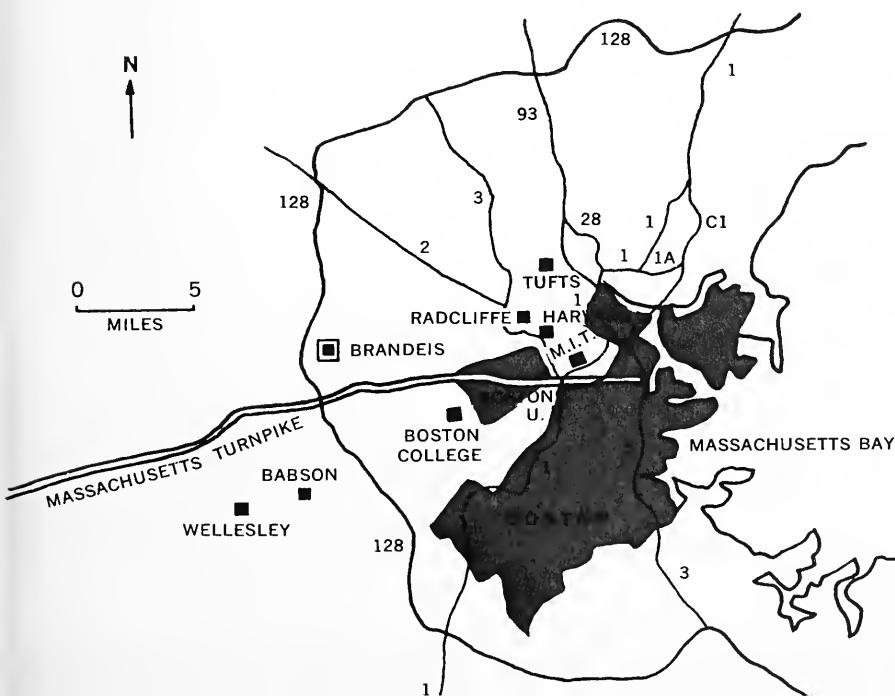
General Description

Brandeis University, on the southwest outskirts of Waltham, Massachusetts, is ten miles west of Boston, adjacent to Wellesley and near historic Lexington and Concord.

From the eastern Charles River boundary, University grounds sweep upward to New England's famed Boston Rock, where Governor Winthrop and his Massachusetts Colony explorers first surveyed the region that is today Greater Boston.

By automobile, the campus may be reached as follows: *From the south and west* take Exit 14 of the Massachusetts Turnpike and follow signs to Route 128 North, then Exit 51, left turn at end of exit ramp and follow signs to Brandeis. *From the north*: Route 128 south to Exit 51, then follow signs. *From Boston*: Massachusetts Turnpike Extension to Exit 15, follow signs towards Route 30 and Weston, right turn at Route 30, left turn at traffic light; or follow Commonwealth Avenue (Route 30), until the intersection just west of the Route 128 overpass; follow signs to Brandeis.

By public transportation: The campus is adjacent to the Roberts Station of the Boston and Maine Railroad (West Concord Line), from which trains run on a frequent schedule to and from downtown Boston (North Station) and Cambridge. Rapid Transit facilities terminate at the Riverside Station of the Massachusetts Bay Transportation Authority (MBTA), 3 miles from campus. Public bus and taxi service operate between Riverside and Brandeis.





Goldman Schwartz Art Studios

Long distance bus travellers will find that it is much easier to alight at Riverside rather than Park Square, Boston. All Greyhound through and express buses stop there. Trailway buses stop at their Natick, Mass., terminal on Speen Street. Train travellers from the South should de-train at Boston, but train travellers from the west should get off at Newtonville, a 20-minute ride from campus on the Roberts bus. From Logan Airport, the easiest route is by taxi to North Station and from there to the Roberts stop (check train schedule first). Rapid Transit is also available from Logan to North Station.

Academic and Administrative Buildings

Abelson Physics Building

Completed in 1965, the Abelson Physics Building houses teaching and research laboratories of the Physics Department. It also includes a major physics lecture and demonstration hall.

Administration Center

Overlooking the main entrance to the campus, the Brandeis University Administration Center houses the offices of the president, deans, student administration, university administration and the National Women's Committee. Conference room facilities serve the Board of Trustees, faculty and administrative staff. The Center comprises Bernstein-Marcus Administration Center, Gryzmish Academic Center and the Julius and Matilda Irving Presidential Enclave.

Bass Physics Building

A unit of the Science Quadrangle, the Bass Physics Building includes research facilities for the Physics Department as well as departmental offices.

Bassine Biology Center

The Bassine Biology Center houses all of the research activities of the Biology Department. It includes environmental growth chambers and greenhouses in addition to laboratories, laboratory support areas, preparation rooms, and seminar facilities for the use of Biology faculty and research personnel.

Brown Social Science Center

Adjacent to the library, the Brown Social Science Center includes three structures.

The central building houses the Anthropology, Economics and Psychology Departments. It contains classrooms, seminar rooms, faculty offices, laboratories and a small anthropology museum. Glass walls overlook an attractively landscaped quadrangle which the Social Science Center encloses.

Schwartz Hall houses a 300-seat lecture auditorium, classrooms and a spacious lounge. Millions of viewers across the nation have watched television programs recorded in the main auditorium, specially equipped for use as a television studio. The lounge contains a permanent exhibit of Oceanic Art and Ethnographic objects donated to the University by Mrs. Helen S. Slosberg.

Lemberg Hall is the home of the Lemberg Laboratory-Nursery School, operated by the Department of Psychology. Classrooms with specially constructed walls of one-way glass enable students to observe youngsters in the nursery school and to record their development from the observation room. Lemberg Hall also houses the Psychological Counseling Center.

Brown Terrarium

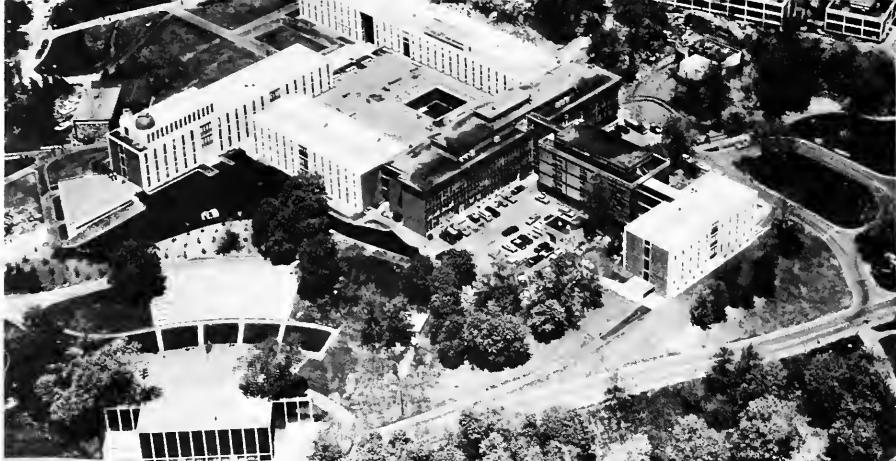
Brown Terrarium, a completely equipped experimental greenhouse, located between the Faculty Center and Sydeman Hall, provides facilities for botanical research.

Dreitzer Art Gallery

Designed as an adjunct to the art exhibition facilities of the University, the Mildred and Albert J. Dreitzer Art Gallery houses special loan exhibitions as well as periodic displays of selected art works from the University's permanent collection.

Lemberg Nursery School





Gerstenzang Science Quadrangle with Ullman Amphitheatre in foreground

Harry Edison Chemistry Building

A center for research in Chemistry, completed in 1965, the Harry Edison Chemistry Building includes laboratories and research offices for faculty, postdoctoral research fellows and other research personnel of the Chemistry Department.

Faculty Center

On the south campus is the Faculty Center, containing club facilities, lounges, the faculty dining room, a private dining room for faculty meetings, and apartments for visiting faculty and lecturers.

Ford Hall

Near the central campus, Ford Hall contains classrooms, laboratories, faculty offices and Seifer Hall, an auditorium seating 500, which is used for lectures, large student meetings, and major conferences.

Friedland Research Center

Joined to Kalman Science Center by an overhead corridor of glass and stainless steel, Friedland Research Center provides four stories of modern laboratories which house research in biochemistry and related life sciences.

Gerstenzang Library of Science

The central structure of the Science Quadrangle is the Gerstenzang Library of Science. This building includes a science library and lecture-demonstration auditoria. The library contains stacks for 250,000 volumes, along with facilities for preparation and use of microfilms, a periodical room and journal reading area, office and other library administration facilities. The lecture-demonstration halls are constructed as amphitheatres, one seating 300 and the other 100. This unit is connected to all other buildings in the University's Science Complex.

Goldfarb Library Building

Near the center of the campus, Goldfarb Library Building is a brick, limestone and glass structure with an ultimate capacity of 750,000 volumes. On the periphery of its open stacks are student study carrels and faculty studies. Seminar rooms are provided for those courses requiring intimate and immediate access to library resources in specific research and reference areas. The library also contains audio-visual aids, specialized reading rooms, typing rooms and lounge facilities. Works of art from the University collection are on constant display in the many galleries of the building.

Golding Judaic Center

Overlooking the campus from the northeast corner of the Academic Quadrangle, Golding Judaic Center contains classrooms devoted to the study of the Near East, Judaics and related subjects. Classrooms and faculty offices ring its large, central lecture hall.

Goldman-Schwartz Art Studios

The Goldman-Schwartz Art Studios provide classrooms, faculty offices and sculpture areas for the Department of Fine Arts and studios for faculty, advanced students and artists-in-residence. Its completion marked a major step in fulfilling the master plan for a unified creative arts enclave extending across the southwest campus.

Goldsmith Mathematics Center

Completed in 1965 as a unit of the Science Quadrangle, the Goldsmith Mathematics Center provides classrooms, seminar rooms, research offices, faculty offices and a mathematics library for the use of the Mathematics Department.

Hayden Science Court

The Charles and J. Willard Hayden Court, comprising several acres in the central campus area, is the site of present and projected science facilities of the University. This area has been set aside as a memorial to two generous benefactors, whose pioneer gift stimulated the extensive scientific programs of the University.

Heller School Facilities

The Florence Heller Building, completed in 1966, houses the administrative, faculty and teaching activities of the Florence Heller Graduate School for Advanced Studies in Social Welfare.

A major research center, the Benjamin Brown Building, provides research offices and work rooms for the multifaceted research programs being conducted by the Heller School.

Kalman Science Center

The University's first structure devoted entirely to science, Kalman Science Center continues to be the key facility in the growth of the University's science facilities. This center contains instructional and research laboratories for the undergraduate School of Science and for the advanced work of the Graduate School of Arts and Sciences.

Kosow Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to the building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

Lecks Chemistry Building

Adjoining the existing Kalman Science Center, the Lecks Chemistry Building provides modern laboratories and research spaces for the expanding chemistry research program of the University.

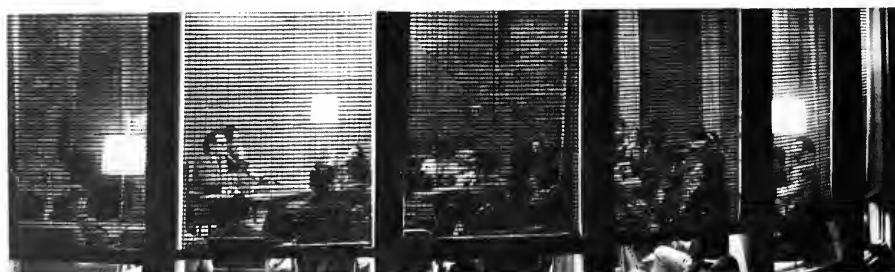
Olin-Sang American Civilization Center

On a hillside overlooking the library and Three Chapels Area, the Olin-Sang American Civilization Center provides unique seminar-classroom halls which include display areas for the placement of original manuscripts and source materials relating to the courses offered. Included are the Diplomatic Studies, Human Rights, Lincoln, Presidential, Washington, Judicial, Legislative, Ethnic Studies and Slater Halls. The Shapiro Forum, which is the building's lecture auditorium, is patterned after the United Nations General Assembly hall.

Pearlman Hall

A circular lounge, walled in glass, is a unique architectural feature of Pearlman Hall. Its main building contains classrooms and seminar rooms and houses the Sociology Department.

Pearlman Hall



Rabb Graduate Center

The rapid growth of the University's Graduate School of Arts and Sciences has made it necessary to expand the facilities allocated for Graduate School administrative activities and for graduate teaching in the humanities. Recently completed is a new Rabb Graduate Center provided by the Rabb Family, together with a grant from the United States Office of Education under the Higher Education Facilities Act. This facility provides administrative and faculty offices, seminar and teaching rooms and study space for graduate students.

Rapaporte Treasure Hall

Adjacent to Goldfarb Library Building, and joined to it by a glass-enclosed lobby, Rapaporte Treasure Hall is the repository for rare books, incunabula and other library treasures. The upper level serves as the main exhibition area and the lower level stores the University's growing collection and includes a specially constructed vault with provision for the protection of these rare items against the ravages of time, temperature, humidity, fire or theft. Special display areas are built into the Rapaporte Treasure Hall.

Rose Art Museum

Located within the Creative Arts enclave, the Rose Art Museum is the focal point for the University's rapidly burgeoning art collection. On permanent display are portions of the noted ceramic collection of Mr. and Mrs. Edward Rose. Major loan exhibitions are placed on display during the academic year as well as selections from the University's permanent collection. The wishing pool on the lower level is both a pleasant setting for quiet reverie and the objective of coin-tossing students before examinations.

Rose Art Museum



Segal Physics Building

A unit of the science research center, the Segal Physics Building includes research offices for theoretical physicists, laboratories for research in physics, and newly developed research areas for investigations in high energy physics.

Shiffman Humanities Center

Atop a hillside where its glass walls reveal spectacular views of the campus and the country north of Boston, Shiffman Humanities Center employs a new academic concept in educational architecture. Original manuscripts, portraits, and source materials related to courses being offered are displayed in the seminar rooms. The latest in electronic language teaching facilities are employed in the building's language laboratory. Included are the Language and Phonetics, English and American Literature, Classics, Philosophy, Renaissance, Germanic and Asian Studies Halls.

Slosberg Music Center

Located at the entrance to the campus, the Slosberg Music Center includes classrooms, practice rooms and office facilities for the Music Department. The Center has its own music library and a recital hall which seats 250 with carefully designed acoustical treatment. Slosberg Recital Hall is the location of the University's rich program of chamber music concerts and solo performances. It also houses the University's baroque organ, given by Mrs. Aber D. Unger of Baltimore, Maryland, as a memorial to her late husband.

Spingold Theater Arts Center

The Spingold Theater Arts Center is a unique and imaginative concept translated into exciting design. With a theater auditorium as its hub, the circular Center includes areas for every facet of the teaching and performing arts; workshops, design rooms, costume preparation and storage areas, rehearsal and dressing rooms, a little theater and a dance studio. Spacious areas are equipped as classrooms and offices, and the great lobby has been envisioned for displays of painting, sculpture and other treasures. The Center's location on the southwest campus places it at the hub of Brandeis' creative arts teaching facilities.

Sydeman Hall

This annex to Ford Hall houses laboratories, classrooms and faculty offices.

Ullman Amphitheatre

Utilizing a natural bowl below the science buildings, the Amphitheatre has a complete stage with full lighting equipment and orchestra pit, classrooms and faculty offices. It is the colorful setting for University convocations and commencements. The University's Communications Institute is housed in the Ullman Amphitheatre.

Wolfson-Rosensweig Biochemistry Building

A unit of the Biochemistry Research Center located to the east of the existing Friedland Research Center and joined to that building on all floors, this building provides additional modern laboratories where research in Biochemistry and related life sciences is conducted.

Athletic Facilities

Memphis Tract

A twenty-six acre area on the east edge of the campus, Memphis Tract contains the Shapiro Athletic Center, Marcus Field, Gordon Field and Rieger Tennis Courts.

Springold Theater Arts Center



Gordon Field

One of the nation's most modern tracks rings Gordon Field where the University's track and field squad plays host to teams from throughout the east. The central area provides playing fields for the University's intramural football teams and specialized accommodations for intercollegiate field events.

Linsey Sports Center

The recently completed Joseph M. Linsey Sports Center includes an Olympic-size swimming pool, squash courts, fencing room and other athletic teaching facilities. Connected to the athletic center, the sports center provides facilities for substantial enhancement of the University's physical education and inter-collegiate athletic programs.

Marcus Playing Field

Brandeis' international student body has won respect for its soccer prowess on Marcus Playing Field, which also contains the varsity and practice baseball diamonds and a softball diamond.

Shapiro Athletic Center

Throughout the school year the main gymnasium operates day and night with varsity and intramural competition as well as physical education activities. The gymnasium is also used for public lectures, student dances and major conferences. In addition, classrooms, offices for the physical education faculty, team, and physiotherapy rooms and dressing rooms are included in Shapiro Athletic Center.

Rieger Tennis Courts

The Rieger Tennis Courts are the scene of informal as well as intramural and intercollegiate tennis competition. They are located to the rear of the Shapiro Athletic Center.

Residence Halls

Campus living accommodations consist predominantly of double rooms, some single rooms and larger quarters. Each residence hall has its own lounge or lounges. Modern laundry and other conveniences are available to all students. Each resident student should bring blankets, lamps and such rugs and decorations as are desired. Arrangements for linen and towel service may be made through the University.

East Quadrangle

The East Quadrangle residence halls include Hassenfeld House, Rubenstein Hall, Pomerantz Hall, Krivoff House and Shapiro Brothers Hall. A large central lounge serves all of these buildings, and the entire area is complemented by the Benjamin and Mae Swig Student Center which includes a dining hall and lounge facilities.



Massell Quadrangle

Leon Court

Leon Court, a residence area, has four dormitories and a large student center-dining hall grouped around an attractive, wooded quadrangle. Each dormitory unit contains fully equipped student rooms, a lounge and large recreation room. Dormitories in this quadrangle have been designated the Scheffres, Gordon, Cable and Reitman Halls. The student dining hall is Milton and Hattie Kutz Hall.

Massell Quadrangle

Consisting of Shapiro, DeRoy, Renfield and Usen Residence Halls, and the Sherman Student Center, this is a major housing and recreational area. Each unit has functionally equipped rooms with maximum living and closet space. Ground floor lounges overlook the central quadrangle and the walks encircling Anne J. Kane Reflecting Pool.

Ridgewood Quadrangle

Emerman, Fruchtman, Danciger, Allen and Rosen Residence Halls comprise the University's living areas for students on the south campus. Each hall has two lounges opening on the quadrangle.

Rosenthal Dormitories

Adjacent to the Massell Quadrangle, are three newly constructed dormitories which accommodate 168 students. This grouping of buildings, underwritten by Mr. and Mrs. David Rosenthal of New York City, have been completed for use in the academic year 1968-69.

The Usen Castle

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodelled into single, double, and larger rooms for women. Its ground floor houses the University Snack Bar and the student-operated coffee shop, *Cholmondeley's*.

Schwartz Residence Hall

This companion structure to the Castle houses women. Its lounge, a retreat for reading, relaxation and entertainment, is furnished in contemporary style.

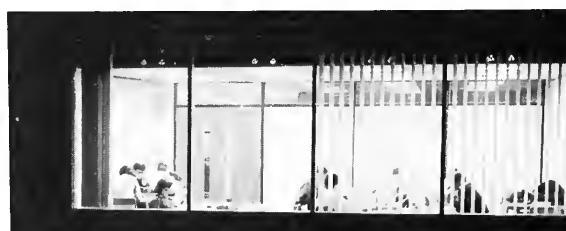
Themis House

Special seminars, conferences and symposia are housed at Themis House, located in Weston, Mass., a few minutes from the campus. Thirty to forty participants may be accommodated for food and lodging at this University conference site, made available by Mr. and Mrs. Boice Gross.

Student Centers

Sherman Student Center

The glass walls of Sherman Student Center rise from the ground level to roof, overlooking Massell Quadrangle and the Kane Reflecting Pool. Its ground floor dining hall serves several hundred students daily and is frequently utilized as a banquet hall for major University functions. Along the upper level are located a large lounge, game room and two smaller dining rooms. Bulletin boards of these rooms serve as the major communications center for student activities and the walls frequently are hung with special art exhibits. Dances, parties and meetings often occupy the entire building on busy evenings.



Feldberg Lounge

Spacious and comfortable, this glass and brick walled lounge is used for informal discussions, lectures, songfests and conferences and is a favorite meeting place between classes. Works of art by student and professional artists are on constant exhibit.

Kutz Hall

A towering ceiling, attractive furnishings, a site overlooking Greater Boston, make Kutz Hall a versatile and popular student dining hall. Banquets seating 500 are held on its main floor. An outdoor terrace and commodious balcony provide unusual settings for receptions and student social activities. Folding walls under the balcony permit creation of private rooms for dinner meetings of student or faculty groups. The towering north wall of Kutz Hall mirrors the rest of Leon Court in its more than 8000 square feet of glass.

Swig Student Center

The attractively furnished Swig Student Center, in the East Quadrangle, provides dining facilities for students as well as lounge and terrace for student receptions and social activities. It also includes a private dining room for dinner meetings of student groups. The Swig Student Center is connected to the dormitories of the East Quadrangle by an overhead walk.

Mailman Hall

This striking glass, brick and granite structure provides spacious lounges, modern recreational rooms and facilities for the display of painting and sculpture. A recently completed addition to this building includes student publication offices, the campus radio station, offices and meeting rooms for the Student Council and other student organizations. Designs are now being completed for enlarging Mailman Hall and transforming the facility into a University mental health and psychological counseling center.

Usen Commons

Greater Boston spreads out in a panoramic view from the windows of Usen Commons, a circular, conservatory style lounge on the second level of the Castle. Since the earliest days of the University, this lounge has been familiar to Brandeis students as ideal for small dances and social functions.

Dining Halls

University dining halls are located in Kutz Hall, Swig Student Center and Sherman Student Center. A separate kitchen is maintained in Sherman Student Center for those wishing special dietary meals. In addition, light refreshments are provided in the Castle Snack Bar and *Cholmondeley's*.

Stoneman Infirmary

On the forward slope of the campus, near the Castle, the Infirmary houses a first aid treatment room, lounge, out-patient clinic, four consulting suites, and rooms for twenty-four bed patients.

The Three Chapels

Assuming that worship is a matter of mood and spiritual climate, not limited to words or ceremonies, the University's Harlan, Berlin and Bethlehem Chapels serve the Protestant, Jewish and Catholic faiths. A centrally located pulpit serves a large outdoor area where shared functions such as Baccalaureate are celebrated. Student organizations responsible for services are the B'nai B'rith Hillel Foundation, Newman Club and Student Christian Association. Each has its own chaplain.

Maintenance Funds

As the University's physical plant expands, the costs of maintaining buildings and grounds impose increasingly on its general fund resources. However, funds to help meet these costs have been made available through the generosity of individuals and foundations.

Louis D. Beaumont Foundation Fund

The Louis D. Beaumont Foundation of Cleveland, Ohio, has provided funds for general purposes, including maintenance, since the early years of the University.

Harry Pearlman Endowment Fund

A portion of a major gift to the University by Harry Pearlman of New York, has been directed to building maintenance.

David and Irene Schwartz Fund

Under a special grant from David and Irene Schwartz, funds have been provided for a systematic landscaping of the campus to achieve a harmony between the terrain's natural beauty and the building architecture as conceived and executed by some of the nation's noted architectural figures.

Facilities Under Construction

Loeb Computer Center

Currently being built is the Loeb Computer Center. Located centrally on campus, this Center will house the most-up-to-date computer equipment for work supporting research in life, natural and social sciences, humanities and the arts, as well as in meeting administrative needs.

Epstein Campus Service Center

Underwritten by Mr. and Mrs. Rubin Epstein of Chestnut Hill, Massachusetts, the Epstein Campus Service Center, scheduled for completion in 1968, will house several administrative departments of the University, including the Purchasing Department, the Buildings and Grounds Department, the Security Department, and the University's major service facilities, including repair and maintenance shops and stock and storage areas.



WBRS

Usdan Student Union

Scheduled for construction start in 1968 is a Student Union complex which will consolidate student social and recreational facilities in a central location in mid-campus close to major teaching facilities and residence halls. The Student Union complex will consist of a main structure housing such facilities as an assembly and banquet hall, the University bookstore, mailroom, bowling alleys, lounges and food service areas. Other components will house student organizations, student social and recreational areas, and student service offices. The main building of the Student Union has been underwritten by Mr. and Mrs. Samuel Lemberg of New York in honor of their daughter and son-in-law, Mr. and Mrs. Nathaniel H. Usdan. Other units have been provided through generous grants from Mr. and Mrs. Joseph Gluck of New York City; Mrs. Israel Edelstein of Brookline, Massachusetts, in memory of her late husband, Mr. Hy Winer; the Wuliger Family of Medina, Ohio, in memory of their parents, Helen K. and Frank Wuliger; and Mr. and Mrs. Harold Rudnick of Chestnut Hill, Massachusetts.



The Graduate School of Arts and Sciences

General Information

History and Organization

The Graduate School of Arts and Sciences was formally established in 1953 when the University Board of Trustees authorized graduate study in the Departments of Chemistry, Music, Psychology and Near Eastern and Judaic Studies. The first Master of Arts degree was conferred in 1954; the first Master of Fine Arts degree, in 1954; and the first Doctor of Philosophy degree in 1957.

The general direction of the Graduate School is vested in a Graduate Council of the Faculty composed of the President and the Dean of Faculty, ex officio; the Dean of the Graduate School; and one representative, usually the chairman, of each of the several University departments and committees offering graduate instruction. The members of the Graduate Council are appointed by the President on the recommendation of the Dean of the Graduate School. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; to provide programs of study and examinations; to establish and maintain requirements for graduate degrees; to approve candidacy for degrees; to make recommendations for degrees; to make recommendations for new areas of graduate study; to lay down such regulations as may be considered necessary or expedient for governing the Graduate School; and to exercise a general supervision over its affairs. The Dean of the Graduate School is the chairman of the Graduate Council and the chief executive officer of the Graduate School.

Objectives

The underlying ideal of the Graduate School is to assemble a community of scholars, scientists and artists, in whose company the student-scholar can pursue study and research as an apprentice. This objective is to be attained

by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student.

Degrees will be granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements set forth below cannot, therefore, be regarded as the sole requisite for degrees.

Areas of Graduate Study

During the academic year 1968–69, graduate programs will be offered in the following areas:

- | | |
|-------------------------------------|-------------------------------------|
| 1. Anthropology | 11. Mathematics |
| 2. Biochemistry | 12. Mediterranean Studies |
| 3. Biology | 13. Music |
| 4. Biophysics | 14. Near Eastern and Judaic Studies |
| 5. Chemistry | 15. Philosophy |
| 6. Comparative History | 16. Physics and Astrophysics |
| 7. Contemporary Jewish Studies | 17. Politics |
| 8. English and American Literature | 18. Psychology |
| 9. History of American Civilization | 19. Sociology |
| 10. History of Ideas | 20. Theater Arts |

Details of the programs and courses offered in these areas are given below.

Graduate study in Social Welfare is offered by the Florence Heller Graduate School for Advanced Studies in Social Welfare. For information concerning this area of study, see the catalog of that school.

Graduate School Office

The Graduate School office is located in the Rabb Graduate Center. The office is open Monday through Friday from 9 A.M. to 5 P.M. All requests for information, catalogs and application forms should be addressed to the Dean of the Graduate School of Arts and Sciences, Brandeis University, Waltham, Massachusetts 02154.

Housing

The University does not have on-campus housing for graduate students. The Off-Campus Housing Bureau, located in Ford Hall, attempts to serve as a clearing house for rooms, apartments and houses available in Waltham and near-by Greater Boston communities.

Dining Facilities

Graduate students may sign for either the twenty-one or the fifteen-meal contracts in either Kutz Hall or the Sherman Student Center Dining Hall. Arrangements must be made with the Steward's Office. A separate kitchen is maintained in the Sherman Student Center for those wishing kosher meals. Individual meals may be purchased at either dining hall. Light snacks are served at the Castle Snack Bar.

Office of International Programs

The Office of International Programs, located in Gryzmish 106, serves as a clearinghouse for information to both foreign students studying at Brandeis University and Brandeis students and faculty who wish to study abroad. Information is available concerning opportunities and programs such as Fulbright grants for graduate students and faculty, the Wien International Fellowship Program, the Jacob Hiatt Institute for Study in Israel, and special exchange programs which are being developed with the University of the Andes in Colombia and the University of Sussex in England.

The office also serves as the center for information concerning special activities, social and educational, for all foreign students. In addition, it is prepared to assist students in fulfilling the legal procedures required by the United States government to obtain documents necessary for extending period of stay, working permits and other technical matters which may arise.

University Health Office

The Medical Director and his staff are responsible for the physical well-being of students, including the establishment and enforcement of infirmary regulations. Payment of the required medical fee entitles students to treatment available in the David Stoneman Infirmary and to participate in the Student Health Plan.

New students in the College as well as the Graduate Schools are responsible for submission of a health examination report and meeting all requirements of the Health Office. These include a certificate of inoculation against smallpox, evidence of tetanus immunization and, if possible, complete immunization against poliomyelitis. Since students *are not permitted to register until these requirements have been satisfied*, it is strongly recommended that reports be submitted at least two months before registration.

The health insurance program helps defray expenses for a period of one year, commencing September 1, 1968, for treatment beyond the scope of the Health Office. A brochure outlining the details of this program is sent to each student. Students are urgently requested to read this brochure and keep

it for reference. It should be noted here, however, that coverage is not provided for pre-existing conditions, optical and dental services or special drugs.

Within the limitations of the insurance coverage, fees of outside doctors, laboratories, and hospitals will be processed for payment only when consultations, laboratory or x-ray studies or hospitalization have been authorized by the University Health Office in advance on a form provided for this purpose. The University is not responsible for off-campus medical and hospital care sought by students or their parents on their own initiative, or for outside care or consultation which has not previously been authorized by the Health Office. The only exception to this is in case of real emergency, or illnesses or injuries occurring while away from the university, when such prior authorization is not feasible.

Admission

As a general rule only well-qualified men and women who have completed the normal four-year program leading to the Bachelor's degree will be considered for admission to the Graduate School. Graduates of foreign schools and others who have completed the equivalent of a Bachelor's degree program may apply, describing the educational program they have completed.

Testing

Applicants for admission to the graduate programs in biochemistry, biophysics, history of American civilization, politics and psychology are required to take the Graduate Record Examination, including the aptitude test portion and preferably one advanced test in a field related to the proposed area of graduate study. Applicants for admission to the graduate program in psychology must also take the Miller Analogies Test. All other applicants for admission are urged to take the Graduate Record Examination. Information concerning the Graduate Record Examination is available from the Educational Testing Service, 200 Nassau Street, Princeton, New Jersey 08540, or 1947 Center Street, Berkeley, California 94704.

Foreign students, regardless of field of graduate study, are required to take the Test of English as a Foreign Language (TOEFL) unless English is their first language. This includes comprehensive testing in auditory comprehension, reading comprehension, writing, vocabulary, and grammar. Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, New Jersey, U.S.A. The test is administered at various established centers abroad.

Application

Specific requirements for each graduate program are to be found under the appropriate headings in this catalog. Each applicant should consult these requirements prior to filing an application. A student may apply to only one graduate department or program. One who seeks admission to the Graduate School should write to the Dean of the Graduate School of Arts and Sciences, stating which program of study he or she wishes to enter. A catalog and appropriate forms will be forwarded to the applicant. The "Application for Admission" and, if needed, the "Application for Financial Aid" should be completed and returned in duplicate as soon as possible. The closing date for receipt of applications for admission is the first business day in March, though exceptions may be made. Applicants requesting financial aid should file as early as possible.

Applications for admission for the Spring Term must be filed by December 15. Students are not usually admitted at midyear, and those who do gain admission are not normally eligible for financial aid.

The applicant is required to arrange for forwarding, *in duplicate*, official transcripts of all undergraduate and graduate work. In addition, he must have forwarded, on forms provided by the Graduate School, two letters of recommendation, preferably from professors with whom the applicant has studied in the field of his proposed area of study. An applicant who has engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom he has done graduate work.

Applicants for admission to the following graduate programs must also submit samples of their written work as indicated:

Comparative History—one paper, preferably in European history

English and American Literature—two samples of written work

Music Theory and Composition—samples of original work

Theater Arts—Dramatic Writing—one original script

Theater Arts—Design-Technical—a portfolio of sketches

All applications for admission must be accompanied by an application fee of \$15, payable by check or money order to Brandeis University. No application will be processed until this fee is paid.

Admission Procedure

All applications are considered on a competitive basis. The number of students who are admitted each year in each department is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of

admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by: the distinction of his previous record, particularly in his proposed area of study; the confidential letters of recommendation submitted in support of his application; and his adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the Graduate Record Examination, and indications of character are considered. In order for the results of the Graduate Record Examination to be considered, the applicant should take the examination no later than January, 1969.

Each application for admission with all supporting records is first examined by the department or committee responsible for the graduate program to which the applicant seeks admittance. The department or committee recommends to the Dean of the Graduate School which applicants should be selected for admission and for financial aid. The Dean reviews all applications in the light of departmental recommendations, and informs each applicant of the results of the competition. Applicants for admission will be notified usually by April 1.

Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he must accept the offer of admission and awards, if any. If a student selected for admission indicates that he does not intend to accept the offer, or if he fails to reply by the date specified, his admission offer becomes void and another applicant may be accepted in his place.

Brandeis University subscribes to the "Resolution Regarding Scholars, Fellows, Trainees and Graduate Assistants" of the Council of Graduate Schools in the United States. The resolution states:

"Acceptance of an offer of a graduate scholarship, fellowship, traineeship, or graduate assistantship for the next academic year by an actual or prospective student completes an agreement which both student and the graduate school expect to honor. In those instances in which the student indicates his acceptance prior to April 15 and subsequently desires to change his plans, he may submit in writing a resignation of his appointment at any time through April 15 in order to accept another scholarship, fellowship, traineeship, or graduate assistantship. However, an acceptance given or left in force after April 15 commits him not to accept another appointment without first obtaining formal release for the purpose."

Students who are accepted must provide the Graduate School Office with an official final transcript of their undergraduate record and of any graduate work in progress at the time of acceptance. In addition, students who are accepted *are required to complete and return a Medical Questionnaire and a health insurance form*, which will be sent with notification of acceptance. All acceptances are conditioned on subsequent approval by the University Health Office. All persons admitted to the Graduate School must give evidence of their physical and psychological capacity to carry on their studies.

If, after having been admitted, a student cannot attend, he should notify the Dean of the Graduate School as soon as possible. If such a student wishes to be admitted for a subsequent academic year, he must request reactivation of his application at the appropriate time, and bring it up to date.

An applicant who has been denied admission may reapply in a later year, particularly if he has had further training which would strengthen his application or if he can submit additional letters of recommendations.

Admission to the Graduate School does not imply that the successful applicant has been accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential. Admission to candidacy for the M.A. or M.F.A. is granted by the graduate department or committee administering the program of study. Admission to candidacy for the Ph.D. is granted by the Graduate Council on the recommendation of the Department or Committee administering the program of study.

Readmission

Admission is valid only for one academic year. A student's record is reviewed annually, and he may be denied readmission. Students completing the requirements for the M.A. or M.F.A., and students who already hold a Master's degree but who have not yet been admitted to candidacy for the doctorate, must make formal application for readmission by the first business day in April of each year if not requesting financial aid, or by the first business day in March if requesting financial aid. The application for readmission must be filed with the Graduate School Office.

Foreign Students

Graduates of foreign colleges and universities who have the equivalent of an American Bachelor's degree, or foreign students who have been graduated from American universities may compete for admission and financial assistance.

In order to ascertain the eligibility of the candidate, Brandeis University requires that each applicant file a *Preliminary Request for Application* form

which may be obtained by writing to either the Graduate School of Arts and Sciences or the Office of International Programs any time before September 1 of the year preceding the anticipated admission date. This information will be evaluated and the application form itself will be sent to those who qualify.

Final applications must be completed and returned by March 15 of the year in which the student seeks fall admission. Successful applicants will be notified as soon as possible.

Entrance Examinations. All applicants whose major language of instruction is not English must take the Test of English as a Foreign Language (TOEFL); thorough competence in English is required for study at Brandeis. All applicants are urged to take the Graduate Record Examination (GRE). They should consult the Graduate Catalog for the departments which may require this examination. For information concerning the administration of both these examinations, applicants should write to the Educational Testing Service, Princeton, New Jersey 08540.

Financial Aid. Financial aid in the form of scholarships, fellowships, teaching assistantships and research assistantships is available to only a few of the most outstanding students. In any case, the total assistance offered usually covers only a small proportion of the student's total annual expense. Hence the student, when applying for admission, should indicate his means of financial support. At least \$3,000 is necessary to cover living costs for the nine month academic year, exclusive of expenses for tuition, travel and summer or vacation periods.

A small number of Wien International Fellowships may be granted to outstanding doctoral candidates.

Employment. The regulations of the United States Immigration and Naturalization Service limit strictly the amount of paid work that a student from abroad may do. The student should be aware of this restriction in making his financial plans. During the summer vacation, however, the Immigration Service usually permits the student to obtain work to support himself, and even sometimes to meet some personal expenses for the following academic year. Students must petition on special United States government forms, through the Office of International Programs, for permission to accept such employment.



Academic Regulations

Registration

Every resident student must register in person at the beginning of each semester, whether the student is attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Students who have completed their residence requirements and who wish to utilize any academic service or facility of the University must also register.

There is a charge of \$10.00 if registration is not completed at the time specified in the Academic Calendar for the Graduate School.

Registration consists of payment of all fees for the semester and filing a program card and other required forms duly completed.

Program of Study

Before filing his Program Card, the student should plan his program of study in consultation with the chairman of his department. All courses for which the student registers for credit must be listed on the Program Card.

Audited courses must also be listed, noted as "audit," and the Program Card must be signed by instructors of such courses.

A graduate student may not normally register for an undergraduate course (numbered below 100) in his own area for degree or residence credit unless he secures the signed approval of both the instructor of that course and his department chairman. The student must then petition the Dean of the Graduate School for the desired credit, and must receive his approval before or at the time of registration. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a graduate program of studies, nor will credit ordinarily be given for language courses that are not part of the student's program of studies. Under no circumstances may a student receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Scholarship students may not apply their scholarships toward the remission of tuition for undergraduate courses taken to remedy deficiencies. The completed Program Card must be signed by the department chairman before submission at registration, and the department chairman will certify whether the program of study is full-time or part-time and, if part-time, whether one-quarter, one-half, or three-quarters time. Full-year courses must be re-entered on the program card at Spring Registration, and ordinarily they may not be dropped at midyear. A student wishing to drop a full-year course at midyear must petition the Dean of the Graduate

School for permission, after receiving the written approval of the instructor of the course and of the chairman of his department. No student may register at midyear for a full-year course without the written approval of the instructor of the course and his department chairman.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled graduate students except those classified as special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No course may be audited without the permission of the instructor. An auditor is merely a listener. He may not participate in any class work, or take examinations, or receive evaluation from the instructor. No credit is granted for an audited course.

Change of Program

A registered student who wishes to drop or add a course or alter his program of study must obtain a Course Change Card from the Graduate School Office and return it when properly filled out. Credit will not otherwise be given for the courses changed. In addition, a student must change his program within the specified time limits stated in the current academic calendar, or he will be subject to a \$10.00 fine.

Students may not drop courses after December 1 in the first term or after April 1 in the second term of the academic year.

Registration in Terms of Time

An advanced student—one who has completed one full year of residence, either by graduate work at Brandeis or by receiving credit for graduate work done elsewhere—may register in terms of time, subject to the signed approval of his department chairman. His Program Card must indicate that he is registering full-time or a specific fraction thereof (one-quarter, one-half, or three-quarters).

Registration in terms of time is a device that helps to individualize programs of study and permits increased freedom for independent research for the advanced graduate student. Registration in terms of time frees the student to pursue a program of study that partially accepts or bypasses altogether the system of formal courses, although a student registering in terms of time will usually register for an advanced research or dissertation course. His time will be spent in such research and reading as will be most beneficial to his development as a scholar.

Absence from Examinations

A student who is absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No student may be excused from such examination unless for emergency or medical reasons, nor may he be excused if he was able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chairman of the department. The department will decide whether a make-up examination shall be allowed, and will notify the Dean of the Graduate School. The examination must be taken within six weeks of the opening of the next semester.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. In thesis or research courses, if a letter grade cannot be given at the end of every semester or academic year, "Credit" or "No Credit" may be used. "No Credit" and any letter grade below "B-minus" are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Courses graded "Non-credit" are those which carry no credit but are required of the student. At the end of each academic year the Graduate School will issue to all registered students a report of their grades and of degree requirements that have been satisfactorily completed.

Incompletes

A student who has not completed the research or written work for any course may receive a grade of "Inc." (incomplete) or a grade of failure at the discretion of the instructor in the course. A student who receives a grade of "Inc." must satisfactorily complete the work of the course in which the "Inc." was given in order to receive credit for the course and a letter grade. An "Inc.," unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an "Inc." resolution of that grade to a letter grade must occur within six weeks of the beginning of the next academic semester or the potential course credit will be lost. If a student requires additional time to settle an incomplete grade, he may petition the Dean of the Graduate School for an extension of time, provided the petition is signed by the instructor of the course and by the department chairman. Such a petition must be filed prior to the expiration of the deadline for making up an incomplete.

Credit for Work Done Elsewhere

Graduate work taken elsewhere may not be counted toward fulfillment of the residence requirement at Brandeis University for the degree of Master of Arts, although a department may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. Not more than one semester of residence credit for work taken elsewhere may be counted toward fulfillment of the residence requirement for the degree of Master of Fine Arts. Not more than one year of residence credit for work taken elsewhere may be counted toward fulfillment of the residence requirement for the degree of Doctor of Philosophy.

A student admitted to a Ph.D. program at Brandeis University who has done graduate work elsewhere may file an application to have his work at that institution counted toward fulfillment of residence requirements. However, language requirements, qualifying and comprehensive examinations, the dissertation and the final oral examination, and other such requirements must be fulfilled while enrolled at Brandeis.

To be eligible to receive credit toward fulfillment of residence requirements for work taken elsewhere, a student must complete at least one semester's residence at Brandeis as a full-time student. He may then file an "Application for Credit for Graduate Work Done Elsewhere." The completed application should be submitted to the Graduate School Office, which will advise the student of the action taken on his application. An applicant will not necessarily be given the credit he requests. Each department reserves the right to require of any student work in excess of its minimum standards to assure thorough mastery of his area of study. In any case, every candidate for the Ph.D. degree must complete at least one year in residence at Brandeis as a full-time student, or the equivalent thereof in part-time study.

Residence Requirements

Residence requirements for all graduate degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students and teaching assistants pursuing part-time programs of study for credit complete their residence requirement when their fractional programs (one-quarter, one-half, three-quarters) total the amount required of a full-time student for any given degree.

Master of Arts

The minimum residence requirement for all students is one academic year on a full-time graduate credit program at the full tuition rate, or the equivalent thereof in part-time study.

Master of Fine Arts

The minimum residence requirement for all students is three academic semesters on a full-time graduate credit program for each semester, at the full tuition rate for each semester, or the equivalent thereof in part-time study.

Doctor of Philosophy

The minimum residence requirement for all students is two academic years on a full-time graduate credit program for each year, at the full-tuition rate for each year, or the equivalent thereof in part-time study.

Full-Time Resident Students

A full-time student is one who devotes his entire time, during the course of the academic year, to a program of graduate work at Brandeis University, to the exclusion of any occupation or employment. In exceptional cases, however, a student may accept outside employment with the approval of his department chairman.

A full-time program may include a combination of teaching and research assistance, work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations, or supervised reading and research, or the writing of M.A. theses and Ph.D. dissertations, as well as regular course work.

A full-time resident student may take as many courses for credit in any semester as are approved by his department chairman, but no student may receive credit for, or be charged for, more than a full-time program in any semester. Thus the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or by payment of more than the full-time tuition rate.

Ph.D. candidates and students for whom the M.A. and M.F.A. degrees are terminal degrees may continue as full-time students on completion of their residence requirements by registering at the post-residence fee rate (see p. 61).

Part-Time Resident Students

A part-time student is one who devotes less than his entire time to a program of graduate work at Brandeis University. He may register for a credit program of one-quarter, one-half, or three-quarters time. A part-time student may engage in outside employment with the permission of his department chairman, who may restrict the time permitted for such employment.

Students wishing to pursue part-time resident study leading to a graduate degree must explain in writing, at the time they seek admission, why full-time

study is not possible. An enrolled student receiving financial aid from the University, who wishes to change his status from a full-time to a part-time resident, must file with the Graduate School Office an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who registers in order to utilize academic services or University facilities while completing degree requirements is a post-resident student.

Special Students

On occasion, properly qualified persons who wish to audit or to take courses without working for a degree will be admitted. Special students are not eligible for University loans, scholarships, fellowships, teaching or research assistantships, nor will they be considered for resident counsellorships. A special student who later wishes to change his status to that of a part-time or full-time student working for a degree must apply for admission as a resident student. He must also file a special petition if he wishes credit to be accepted for any courses taken at Brandeis as a special student. Credit for such course work may be granted in exceptional cases.

Leave of Absence

Students who have not completed their residence requirements may petition for leave of absence. The petition must have the approval of both the chairman of the department and the Dean of the Graduate School. Leave of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons or need to do work off campus in connection with their graduate studies.

If for any reason a student must extend a leave of absence, he must request such extension in writing before his leave of absence expires. Failure to do so will result in being automatically dropped from the Graduate School roster.

Continuation

A graduate student who has completed residence requirements and who is not registered during the period in which he is completing degree requirements is considered a Continuation Student. A student in this category is not eligible for a leave of absence.

Withdrawal

A student who wishes to withdraw from the Graduate School at any time before the end of the academic year must give immediate written notice to his department chairman and to the Dean of the Graduate School. Failure to comply with this procedure for withdrawing may subject the student to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript of his record, and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for partial refund of tuition. Such a student must pay tuition for the full semester. Permission to withdraw will not be granted if the student has not discharged all financial indebtedness to the University or has not made arrangements for subsequent payment to the satisfaction of the Office of University Finance.



Exclusion, Dismissal or Expulsion

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable, and without assigning any further reason therefor; neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

The University also reserves the right to revoke, cancel or reduce at any time any financial or honorific award made to any graduate student, for character, conduct, academic standing or financial indebtedness regarded by the University as undesirable, and without assigning any further reason therefor; neither the University nor any of its Trustees or officers shall be under any liability whatsoever for cancelling, revoking or reducing any award.

General Degree Requirements

The following general requirements apply to the awarding of graduate degrees in all areas of study. For the specific requirements of each program of study, students should consult the appropriate section of this catalog.

Master of Arts

In order to qualify for a Master's degree, the student must complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of twenty-four semester hours of approved study. Each course meeting three hours per week grants three credits per semester. Certain departments may at their option require more than twenty-four hours of graduate study. All departments offering Master's programs require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral, or both. Where a thesis is required for the Master's degree, two copies must be submitted to the department chairman in final form no later than January 10 for a February degree or May 15 for a June degree.

The Master's degree must be earned within four years from the inception of graduate study at Brandeis University.

Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in Music, the candidate must complete with distinction thirty-six semester hours of course work at the graduate level, and must meet the specific requirements for the degree set forth under the Music Department, *Requirements for the M.F.A. Degree*,

in a later section of this catalog. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than January 10 for a February degree or May 15 for a June degree.

In order to qualify for the degree of Master of Fine Arts in Theater Arts, the candidate must complete forty-eight hours of course work at the graduate level, and must meet the specific requirements for the degree outlined under *Theater Arts, Requirements for the M.F.A. Degree*, in a later section of this catalog. Students enrolled for specialization in play-writing must submit two copies of a play in final form, in lieu of a thesis, to the department chairman no later than January 10 for a February degree or May 15 for a June degree.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.

Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of three years of graduate study, including two full years of residence and a third year devoted to the preparation of a doctoral dissertation. Under certain conditions credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each Department or Committee reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates, except in American Civilization, Philosophy and Psychology, must demonstrate proficiency in at least two foreign languages. In all areas of study the student must satisfactorily pass a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral, or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a final oral examination.

To be eligible for award of the Ph.D. degree in any given year, the student must have (1) been admitted to candidacy for the doctorate, (2) completed all residence requirements, and (3) passed all language and qualifying examinations, by the close of the semester preceding the semester in which the degree will be conferred. Doctoral dissertations must be submitted to department chairmen by December 1 for February degrees, and April 1 for June degrees. In addition, notification that the doctoral dissertation has been approved and that the dissertation examination has been passed must have been communicated to the Dean of the Graduate School no later than January 10 in the case of February degrees or May 15 in the case of June degrees.

Students entering Brandeis University with no previous graduate work must earn the Doctor's degree within eight years from the inception of study.

Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

Language Requirements

A reading knowledge of at least one foreign language is required of all students engaged in programs of study leading to the M.A. degree. A reading knowledge of at least two foreign languages is required of all students engaged in study leading to the M.F.A. in Music. Students in the M.F.A. program in Theater Arts with a specialization in Dramatic Writing must demonstrate a reading knowledge of at least one foreign language. A reading knowledge of at least two foreign languages is required of all students engaged in programs of study leading to the Ph.D. degree. *Exceptions:* One foreign language is required in History of American Civilization, Philosophy and Psychology. Candidates for the Ph.D. degree in Music are required, with certain exceptions, to have a reading knowledge of three foreign languages. Graduate departments may require degree candidates to demonstrate proficiency in additional languages. Each department determines which languages are acceptable as satisfying the foreign language requirements.

Students are expected to satisfy the language requirements as soon as possible. The completion of the language requirements at another university does not exempt the candidate from the Brandeis requirements. The student should present himself for at least one language examination during his first year of residence.

A student who has not passed an examination in at least one foreign language by the end of his first year of study will not be eligible for financial aid from the University for the second year.

All Ph.D. candidates must pass their second language examination no later than the semester preceding the semester in which the degree is to be conferred.

Many departments require that language examinations be passed at an earlier time than specified in these provisions. Special requirements will be found in the departmental statements included in this catalog.

Admission to Candidacy

A student who (a) has demonstrated a knowledge and mastery of the subject matter of his field at a level satisfactory to his Department or Committee; (b) has passed all departmental qualifying examinations; (c) has indicated a capacity for independent research of high quality; and (d) has satisfactorily completed all specific Department or Committee requirements for admission to candidacy may, at the recommendation of the Department or Committee,

be admitted by the Graduate Council to candidacy for the degree of Doctor of Philosophy. In order to be eligible for the award of the degree, the student must be admitted to candidacy at least one semester before the degree is awarded.

Application for Graduate Degrees

Candidates for the M.A., M.F.A., and Ph.D. degrees must file with the Graduate School Office an application for the degree no later than December 1 for a February degree and no later than April 1 for a June degree of the academic year in which the degree is to be conferred. Upon the written recommendation by a candidate's Department or Committee that his application be approved, his record will be reviewed by the Graduate Council which recommends him to the University's Board of Trustees for the degree. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

Dissertation and Final Oral Examination

Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed six hundred words in length, should be submitted to the department or committee chairman no later than December 1 for a February degree and April 1 for a June degree of the academic year in which the Ph.D. degree is to be conferred. The style and format of all dissertations are determined by the respective departments. The chairman will then appoint two or more readers, besides the principal supervisor, to read the candidate's dissertation. Certification of the approval of the dissertation by these readers will be communicated to the Dean of the Graduate School and the chairman of the Department or Committee. The chairman will then schedule a final oral examination and notify both the Dean of the Graduate School and the candidate of the time and place of the examination at least three weeks prior to the scheduled date of the dissertation defense.

The dissertation, when approved by the readers, must then be deposited in the Office of the Graduate School, where it will be available to all interested members of the faculty for at least two weeks prior to the final oral examination.

The Dean of the Graduate School will publish in the University *Gazette* the time and place of a candidate's final oral examination and the title of his doctoral dissertation. The final oral examination will be open to any member of the faculty engaged in graduate instruction and to invited faculty members of other institutions.

The Examining Committee, recommended by the department chairman and approved by the Dean of the Graduate School must be composed of at

least three members of the faculty. At least one member of the examining committee shall be from a graduate area outside the student's own, though preferably from a related area.

The examination may be restricted to a defense of the dissertation, or may cover the whole field of the dissertation. The candidate will be notified by his Department or Committee of his responsibility for coverage at the examination.

A report, signed by the Examining Committee, certifying the candidate's successful performance on the final oral examination, will be submitted to the Dean of the Graduate School no later than January 10 for a February degree or May 15 for a June degree of the year in which the degree is to be conferred.

Deposit and Publication of Dissertation

By January 31 for February degree candidates, or June 2 for June degree candidates, the candidate must deposit two copies of his finished dissertation, including the original typescript, in a state suitable for microfilm and Xerox publication. Both copies of the dissertation must have the signed approval of the dissertation supervisor and readers. One copy will be retained by the library, the other by the department, both in bound form. The candidate must also submit two copies of an abstract of the dissertation, not exceeding 600 words, which has been approved by the dissertation supervisor.

A detailed statement of the Graduate School publication regulations is available from the Graduate School Office. See also the statement in this catalog, under *Fees*, on the Final Doctoral Fee.

Fees

All fees are payable on the dates they are due. In exceptional cases, students may make prior arrangements with the Office of University Finance for installment payments. A candidate for a June degree must pay any outstanding indebtedness to the University by June 2 just prior to Commencement, or his name will be stricken from the rolls of degree candidates. Candidates for February degrees must pay any outstanding indebtedness by January 17 of the year in which the degree is conferred.

Payment of tuition and other fees due on the day of registration is a part of the registration procedure. A student who is not prepared to pay such fees on the day of registration and who has not made alternative arrangements for payment with the Accounting Office will be refused the privilege of registration. A registered student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal and refusal of a trans-

fer of credits or issuance of a transcript. A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

Application Fee: \$15.00. Payable by all applicants for admission at the time the application for admission is submitted and is not refundable. Checks and money orders should be made payable to the order of Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition Fee: The fees for tuition in the Graduate School for 1968-69 are as follows:

Full-time resident students \$2,100 per year, or \$1,050 per semester.

Part-time resident students:

<i>Per Semester</i>	<i>Per Year</i>	<i>Fraction Program of Study</i>
\$787.50	\$1,575.00	Three-quarters
\$525.00	\$1,050.00	One-half
\$262.50	\$ 525.00	One-quarter

Special Students: \$262.50 per course per semester.

In view of constantly increasing costs of education, a student may expect one or more tuition increases during his academic career.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the Dean of the Graduate School for a reduction of the post-residence fee to \$250. Students who continue to utilize any academic service or University facility after having completed residence, but who have failed to register, are subject to disciplinary action by the Dean of the Graduate School. A student who is eligible for registration on the post-residence basis may file a program card for full-time study, in terms of courses or in terms of time or any combination thereof, provided his department chairman approves of the program of study as being a full-time program and signs the program card.

Mixed Tuition Fee: In the event that a student needs to register for only a part-time program (one-quarter, one-half, or three-quarters) in order to complete his residence requirements, but wishes to register for additional courses or take a fuller program of study, he shall be charged for the part-time program needed to complete his residence, plus the post-residence fee.

Summer Tuition Fee: Brandeis University does not conduct a regular summer school session. However, special courses of study on an individual basis may be arranged for regular students. The tuition for graduate students who remain in residence for special summer programs of a twelve week duration is \$500.00, and of an eight week duration, \$350.00.

Late Registration Fee: \$10.00. Payable for failure to complete registration at the time announced by the Graduate School Office. (Consult the Academic Calendar.)

Change-of-Program Fee: \$10.00. Payable by any graduate student who wishes to change his program of study later than two weeks after the first meeting of classes in each semester.

Continuation Fee: \$10.00. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leave of absence.

Master's Fee: \$50.00. A candidate for the M.A. or the M.F.A. who is subject to the Continuation Fee and who submits a Master's thesis or takes a qualifying examination in any semester following one in which he has not been in residence, shall pay the Master's Fee. The fee is chargeable only once. The Continuation Fee will be applied toward payment of the Master's Fee.

Final Doctoral Fee: \$250. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the doctoral dissertation, the publication of the abstract of the dissertation in *Dissertation Abstracts*, copyright protection for the author if desired, issuance of a Library of Congress number and appropriate library cards, binding two copies of the dissertation for use in the University Library, and the Xerox-printed copies in book form for the author. The Final Doctoral Fee also covers the rental expenses for academic robes for the candidates at graduation and cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees. A candidate may, however, elect not to contract for the Xerox publication of his dissertation, and in lieu thereof may separately arrange for its publication either as a book or as articles in scholarly journals within twenty-four months following the award of the degree. On due evidence that the work has been published or is scheduled

for publication within the required time, a maximum rebate of \$125 of the Final Doctoral Fee may be authorized.

Reinstatement Fee: \$10.00. Payable by a student who, after suspension or dismissal, has been reinstated with the consent of the Dean of the Graduate School.

Transcript Fee: \$1.00. Students, former students and graduates who request official transcripts of their records in the Graduate School are charged \$1.00 for each copy issued after the first one, which is issued free of charge. Requests by mail for transcripts must be accompanied by a check in the correct amount, payable to Brandeis University.

Diploma Fee: \$10.00. Payable by candidates for the M.A. and M.F.A. degrees.

Students Health Plan Fee: \$72.12. Payment of the mandatory Health Plan Fee entitles the graduate student to utilize the facilities of the Health Office during the academic year and to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable.

Exceptions: The University Student Health Plan is optional for special students.

Dependent Coverage: Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$174.96. Special students are not eligible for this plan.

Hiatt Institute Students in Israel



Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws within 30 days from the beginning of classes, he may petition the Director of Accounting for a partial refund of tuition. A refund may be denied without any reason for such denial being stated.

Financial Assistance

To help students whose records indicate scholarly promise, the University makes available a variety of awards and work opportunities. No student is eligible for aid unless he files with the Graduate School Office an "Application for Financial Assistance" by the first business day in March. In exceptional circumstances applications received from prospective students later than this date may be given consideration. All scholarships and fellowships are granted for one academic year; therefore, a registered student who holds a scholarship or fellowship must apply for a renewal by filing the "Application for Financial Assistance" by the first business day in March.

All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for conduct or academic standing that may be regarded as undesirable.

No student may hold a fellowship, scholarship, or teaching assistantship for more than two years of study for the M.A. degree, for more than three years of study for the M.F.A. degree, or for more than four years of study for the Ph.D. degree. No student may receive a scholarship, fellowship, or teaching assistantship after one year of study at the post residence fee. Part-time students are ineligible for fellowship awards, and are not ordinarily considered for scholarship awards. Teaching assistants who are part-time students may apply for scholarships. Priority in making awards is given to full-time students and teaching assistants.

Scholarships

A scholarship is an award, on grounds of scholarly ability and need, of financial credit that may be used exclusively for remission of tuition fees. Full scholarships in the value of \$2,100 and partial scholarships are available. Scholarship students are liable for all fees, but tuition fees in the amount of a scholarship award shall not be charged.

Fellowships

A fellowship is an academic award of honor to outstanding students of good character to help them in furthering advanced study and research. Fellowships carry stipends ranging up to \$2,000 in the graduate programs in the humanities and social sciences and up to \$4,000 in the graduate science programs. The amount of the stipend depends on the quality of the student's record and performance; need is also considered in most cases. A fellowship recipient must pay tuition fees unless he is also awarded a scholarship in an amount covering tuition. No services are required of students for fellowship or scholarship awards.

Teaching Assistantships

Teaching assistants are resident students in the Graduate School who do part-time teaching as part of their training and are paid a stipend in return for services rendered. The University has established teaching assistantships to enable distinguished graduate students to gain teaching experience while continuing their studies. Teaching assistants are eligible for other awards, including scholarships and fellowships.

A full-time student who is a teaching assistant receives residence credit for, and is charged tuition for, that fraction of his program spent as a student in fulfillment of degree and residence requirements. No teaching assistant may carry more than a one-half time teaching assignment. A one-quarter time teaching assignment consists of about six hours of laboratory supervision per week or three hours of classroom instruction per week, or the equivalent.

First-year graduate students are eligible for appointment as teaching assistants in the sciences. In other areas, however, first-year students are rarely appointed. Foreign students are not normally eligible for appointment as teaching assistants in their first year of graduate work unless they have had training at another American university.

Teaching assistantship appointments are made by the President of the University on the recommendation of the Dean of the Graduate School who, in turn, acts on the recommendation of a student's department chairman. A graduate student who is interested in being appointed as a teaching assistant should write or see his chairman. Appointments are made for periods of one year or one semester, but are renewable. All awards of teaching assistantships to incoming students are conditioned on an interview with a University representative, prior to registration. The University reserves the right to terminate any appointment at any time for due cause. Conduct, character or academic standing that is regarded as undesirable may constitute cause, but the University need not assign any reason for the termination of an appointment at any time. All teaching assistantship appointments are made and accepted with this understanding, and neither the University nor any of its

Trustees or officers shall be under any liability whatsoever for the summary termination of a teaching assistantship.

In the case of a student receiving financial aid from Brandeis University, whether in the form of a teaching assistantship, scholarship or fellowship, the approval of the Dean of the Graduate School is required, in addition to the approval of the department chairman, before the student may engage in outside employment. Approval is not normally granted in the case of full-time students receiving financial aid from the University.

Research Assistantships

Research assistantships, which sometimes carry stipends in excess of \$4,000, are available in the science areas. First-year graduate students are not normally eligible for appointment. Application should be made to the chairman of the Department or Committee administering the graduate program.

Loan Funds

Applications for University loans may be made to the Accounting Office, with the prior approval of the Dean of the Graduate School.

Brandeis University participates in the National Defense Education Act Student Loan Fund. Application for N.D.E.A. loans are made in the same manner as University loans.

Normally, graduate students are ineligible for loan funds until they have completed one semester in residence. Part-time and special students are not eligible for loan funds.

Resident Counsellorships

A limited number of positions are available for both married and unmarried men and women as counselors in the University residence halls. Remuneration includes room, board and a stipend of \$600 for the academic year. Interested students should apply to the Director of Residence, Brandeis University, Waltham, Massachusetts 02154, no later than April 15. Appointments are made by the Residence Halls Office, on the recommendation of the Dean of the Graduate School, on or before June 15.

Office of Student Employment

The Office of Student Employment assists students who need and desire part-time work. Students seeking part-time work should register with the Office of Student Employment. New students are not assigned part-time work prior to arrival on campus.

The on-campus, part-time student rate of pay is \$1.35-\$2.00 per hour. Students can expect to earn from \$200 to \$400 per year. Brandeis participates in the College Work-Study Program, which helps provide additional part-time and summer employment both on and off campus for students with financial need.

Areas of Study and Courses

All courses meet for three hours a week unless the course description indicates otherwise. The presence of "a" in the course number indicates a half course given in the Fall Term; "b" indicates a half course given in the Spring Term; "aR" indicates a course given in the Spring Term, "bR," a course given in the Fall Term which is identical with an "a" or "b" course of the same number given in the Fall and Spring Terms respectively; the use of "c" after a course number indicates that the course is given as a half course but meets throughout the year.

Half courses normally carry three credits and full courses six. Exceptions are noted under the individual course descriptions. Additional credits are given for laboratory hours, as indicated in the course descriptions.

The University reserves the right to make any necessary changes in the offerings without prior notice.

American Civilization

See History of American Civilization (page 113).

Anthropology

Objectives

The graduate program in anthropology is designed primarily to train students at the doctoral level. The objective is to provide the student with a broad understanding of the four major fields of anthropology, with particular stress on ethnology and social anthropology, and to prepare the student for independent research and scholarship. Accordingly, there is a strong emphasis on training in comparative work and field work, which are integral parts of the doctoral program.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Students need not have an undergraduate major in anthropology or sociology-anthropology. If admitted, however, the student without previous training in anthropology may be required to take additional courses, as determined by the department, to complete his residence requirements. Students should have a reading knowledge of one foreign language.

Faculty

Associate Professor ALEX WEINGROD, *Chairman*: Social organization. Community development. Cultural change.

Professor HELEN CODERE: Africa. Political systems. Method and theory.

* *** Professor ROBERT A. MANNERS: Africa. The Caribbean. Modern cultures.

* Associate Professor GEORGE L. COWGILL: Archaeology. Mathematical methods in anthropology. Culture-ecological approach to prehistory.

Associate Professor DAVID KAPLAN, *Student Adviser*: Mexico. Economics. Method and theory.

Associate Professor BENSON SALER: Middle America. Culture and personality. Primitive philosophies and religion. Formal analysis.

Visiting Associate Professor PETER WILSON: Culture change. The Caribbean.

Assistant Professor JOAN BAMBERGER: Primitive religions. Cultures of South America.

Assistant Professor STEPHEN HOLTZMAN: Physical anthropology. Infra-human organization. Theory.

Assistant Professor DAVID JACOBSON: Africa. Urban anthropology.

Assistant Professor CRAIG MORRIS: Archaeology. Latin America.

Assistant Professor KARL REISMAN: Linguistics. Caribbean. Folk literature.

Assistant Professor MARGUERITE ROBINSON: Social organization. South Asia. Oceania.

MR. TIMOTHY ASCH, Lecturer: Film and tape in field research.

Degree Requirements

Master of Arts

Students are required to complete a minimum of twenty-four course credits and to demonstrate proficiency in one foreign language and in the following subject areas: archaeology, cultural anthropology, linguistics, statistics and physical anthropology. All first year students will be expected to pass a written qualifying examination in cultural anthropology upon completion of one year in residence. Examinations in designated courses in archaeology, linguistics, statistics and physical anthropology must be passed with a grade of "B" or better. A research paper based on the summer field training exercise or on a subject chosen by the student in consultation with his adviser will be required.

The M.A. degree will be conferred upon satisfactory completion of these requirements. Students will be required to take for credit or audit Anthro-

* On Leave, 1968-69.

*** On Leave, Spring Term, 1968-69.

pology 300 for at least two semesters; the choice of credit or auditing and of timing is made by the department.

Doctor of Philosophy

Admission to the Program. Students who complete the M.A. requirements at Brandeis at a high level will be admitted to the Ph.D. program. Students with an M.A. in anthropology from other institutions, or with a minimum of a full academic year of graduate course work in anthropology from other institutions, may come to Brandeis as prospective candidates for the Ph.D. degree. After a minimum of one semester's work, the department may, at its discretion, grant the student transfer credit of up to one year toward the Ph.D. residence requirements. In most instances, transfer students will be required to meet the departmental requirements described for the Master's program, but at the discretion of the department these may be waived.

Program of Study. Ph.D. candidates must complete two years of residence at Brandeis, and a minimum of forty-eight hours of credits. Work toward the M.A. at Brandeis may be counted as a part of residence, as may work done elsewhere, as stipulated above and in the general rules of the Graduate School. At least thirty-six course credits must be in anthropology. Students will be required to take for credit or audit Anthropology 300 for at least two semesters, the choice of credit or audit, timing, and number of semesters is made by the Department.

Language Requirements. A reading knowledge of two acceptable foreign languages is required of all Ph.D. candidates. Proficiency in at least one of these languages must be demonstrated in the first year of residence. At its discretion the department may require proficiency in two languages prior to beginning dissertation research.

Summer Training Program. A selected group of students in the Ph.D. program will be invited each year to participate in a fully subsidized summer field training program under the direction of a faculty member. No student will be admitted to this program unless he has passed the qualifying examination in cultural anthropology.

Admission to Candidacy. A student is admitted to candidacy on satisfactory completion of the following: the general qualifying examination (where required); an examination in at least one foreign language; forty-eight hours of course credits; and a predoctoral examination which may cover any aspects of anthropology and will test the scope of the student's knowledge and his ability to integrate that knowledge.

Field Work for the Dissertation. As soon as possible after qualifying for candidacy for the Ph.D., the candidate will be expected to begin a full year of field research, which will ordinarily form the basis of his dissertation.

Dissertation and Defense. The degree of Ph.D. will be awarded only after successful defense of the dissertation.

Courses of Instruction

ANTHROPOLOGY 102a. Anthropological Linguistics I

A general consideration of language in an anthropological context; language and culture; ethnography of speaking; speech communities and language contact; linguistic evidence in the study of prehistory.

Mr. Reisman

ANTHROPOLOGY 102b. Anthropological Linguistics II

Training in the recording and analysis of spoken languages with emphasis on non-Indo-European languages.

Mr. Reisman

ANTHROPOLOGY 103b. Language and Culture

Language and thought; speech differences within societies; processes of change; expressive language and poetics; problems of translation; extension of linguistic methods to other modes of communication. No previous training in linguistics is necessary.

Mr. Reisman

ANTHROPOLOGY 110b. Physical Anthropology

An introduction to the major fields of physical anthropology; human evolution, genetics, anatomy, and modern views of race.

Mr. Holtzman

*ANTHROPOLOGY 121a. Quantitative Techniques in Anthropology

An introduction to statistical and other formal methods in anthropology, including set theory, probability, cross-cultural methodology; and computer techniques.

*ANTHROPOLOGY 121b. Mathematical Methods in Anthropology

A continuation of Anthropology 121a, including more advanced statistical methods, and consideration in depth of anthropological applications.

Prerequisite: Anthropology 121a or the equivalent.

ANTHROPOLOGY 123a. Introduction to Prehistory

A survey of man's prehistoric cultures and an introduction to the techniques and concepts used by archaeologists in obtaining and interpreting data about these early cultures.

Mr. Morris

*ANTHROPOLOGY 124b. Prehispanic Civilizations of the New World

A survey of the prehistory and major features of the native civilizations of Middle and South America, from their origins through the Spanish conquests of the 16th century.

*ANTHROPOLOGY 126a. Archaeology of the Prehistoric Mediterranean

See Mediterranean Studies 116a.

• Not to be given in 1968-69.

ANTHROPOLOGY 127b. Origins of Early Civilizations of the World

The development of the earliest food-producing communities and the rise of the earliest civilizations of the Old and New World, based on archaeological data. The emphasis is comparative and theoretical.

Mr. Morris

***ANTHROPOLOGY 133b. Peoples and Cultures of Africa**

An examination of the indigenous organization of representative African societies in their ecological and historical settings.

***ANTHROPOLOGY 135a. Peoples and Cultures of India**

An examination of institutions of representative Indian peoples and their relationship to the wider Indian society.

***ANTHROPOLOGY 136a. Cultures of the Far East**

China, Japan, and Korea. Problems of evolution and development in a context of diverse influences.

***ANTHROPOLOGY 139b. Peoples and Cultures of the Mediterranean**

A comparative analysis of contemporary rural peoples in the Mediterranean region (Europe, North Africa, Middle East) and their relationships to urban settings.

***ANTHROPOLOGY 141b. The American Indian**

A survey of the peoples and cultures of aboriginal North America.

ANTHROPOLOGY 143a. Modern Cultures of Middle America

Contemporary Indian and Ladino societies.

Mr. Saler

ANTHROPOLOGY 144a. The Cultures of Native South America

A survey of the aboriginal cultures of South America. Representative cultures will be used in the elucidation of comparative and historical problems. Contemporary conditions of the aborigines will be discussed.

Miss Bamberger

ANTHROPOLOGY 144b. Folk and Peasant Cultures of South America

The course will concentrate on rural communities of peasants, farmers, and rural wage earners in modern South America. Communities will be analyzed from the point of view of internal organization and relations to the nations of which they are a part.

Miss Bamberger

ANTHROPOLOGY 150a and b. Film and Tape in Field Research

A seminar and practicum on the use and potential of audio-visual devices in field work.

Mr. Asch

ANTHROPOLOGY 151a. Social Organization

Theories of social organization, the interrelations of social institutions, current anthropological methods of interpretation and analysis.

Mr. Weingrod

ANTHROPOLOGY 151b. Social Organization

A continuation of 151a. This course will emphasize structural analysis. Designed primarily for advanced undergraduate and graduate students.

Mrs. Robinson

* Not to be given in 1968-69.

ANTHROPOLOGY 152b. Economic Anthropology

Economic institutions of non-industrial societies.

Miss Codere

ANTHROPOLOGY 153aR. Primitive Art

An anthropological approach to the graphic and plastic art of Africa, Oceania and North America.

Miss Codere

***ANTHROPOLOGY 153b. Ethnomusicology**

See Music 180b.

ANTHROPOLOGY 154a. Primitive Religion

An exploration of belief and behavior in societies of non-literate peoples with reference to theories concerning the origins and functions of religion. *Mr. Saler*

ANTHROPOLOGY 155b. Culture and Personality

An examination of the relationships between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem. *Mr. Saler*

***ANTHROPOLOGY 156b. Political Anthropology**

Politics, government, law, crime and warfare in primitive societies.

ANTHROPOLOGY 158b. Urban Anthropology

The study of historic and present-day urban areas, their origin, morphology, and social structure, and their integration into the larger society. Special emphasis will be given to problems of urbanization in Africa. *Mr. Jacobson*

***ANTHROPOLOGY 159b. Cultural Ecology**

An analysis and criticism of various theories of cultural ecology, and the application of cultural ecological concepts to specific research problems.

ANTHROPOLOGY 161b. Culture and Cognition

An exploration of formal techniques utilized by anthropologists in the attempt to discover and analyze systems of meaning and categorization. *Mr. Saler*

ANTHROPOLOGY 162a. Primate Social Behavior

An exploration of social behavior in phylogenetic perspective. *Mr. Holtzman*

***ANTHROPOLOGY 165b. Social Stratification in Pre-Industrial Societies**

The nature and function of inequalities of status and/or wealth, and the relation of these factors to other aspects of the culture.

***ANTHROPOLOGY 166b. Social and Cultural Change**

Selected case studies and theories bearing on the problem of change in culture and society.

ANTHROPOLOGY 167b. Modernization and Modernization Movements

A comparative analysis of programs of economic, political and social reforms. Emphasis is placed upon national government-sponsored modernization programs, particularly as they become articulated within local village communities. Materials will be drawn from Asia, India, the Middle East and Latin America. *Mr. Weingrod*

• Not to be given in 1968-69.

***ANTHROPOLOGY 168a. A History of Sub-Saharan Africa**

An examination of African origins, colonialism, and the emergence of national states.

ANTHROPOLOGY 168b. History of Central and Southern Africa from 1500 to the Present *Mr. Duffy***ANTHROPOLOGY 169a. History of Anthropology**

The development of cultural and social anthropology; physical anthropology, and archaeology will be reviewed and placed in historical perspective.

*Mrs. Robinson and Mr. Holtzman****ANTHROPOLOGY 175a. Pro-Seminar in Anthropological Method and Theory: I**

Analysis of representative classics in anthropology.

ANTHROPOLOGY 175b. Pro-Seminar in Method and Theory in Cultural Anthropology: II

The development of anthropological theory, major present-day trends and their relation to problems of research. *Mr. Kaplan*

Primarily for Graduate Students**ANTHROPOLOGY 205a. Comparative Agrarian Societies**

Representative agrarian cultures will be dealt with in detail, with particular emphasis on the interrelationship between the city, the rural community and the state. *Messrs. Kaplan and Weingrod*

***ANTHROPOLOGY 210b. Seminar in Kwakiutl and Northwest Coast Ethnography**

A seminar directed to the solution of major problems of Kwakiutl ethnography, particularly problems of social organization.

ANTHROPOLOGY 212a. Seminar on Land Tenure, Stratification, Kinship, and Political Structure in Traditional India*Mrs. Robinson***ANTHROPOLOGY 226. Readings and Research in Archaeology***Mr. Cowgill***ANTHROPOLOGY 227. Readings in Research in Linguistics** *Mr. Reisman****ANTHROPOLOGY 228. Advanced Readings in Method and Theory****ANTHROPOLOGY 229. Guided Comparative and Historical Research***Mr. Weingrod****ANTHROPOLOGY 230. Readings and Research on Cultures of Hunters and Gatherers**

• Not to be given in 1968-69.



ANTHROPOLOGY 236. Readings and Research on East and South Asia
Mrs. Robinson

ANTHROPOLOGY 237. Readings and Research in African Cultures
Mr. Manners

ANTHROPOLOGY 239. Readings and Research in North American Indian Cultures
Miss Codere

ANTHROPOLOGY 240. Readings and Research in Cultures of the Caribbean
Mr. Reisman

ANTHROPOLOGY 300a and b. Seminar in Anthropological Field Work
Consideration of selected field studies.
Required of all graduate students. *Mr. Reisman and Mr. Manners*

ANTHROPOLOGY 302. Summer Research Training
Field work for three months during the summer under the supervision of a member of the staff. *6 credits.* *Mr. Manners*

ANTHROPOLOGY 303a and b. Seminar in Inter-cultural Tensions
This course will consider some of the individual, social and socio-psychological consequences of cultural change associated with increasing contact between ethnic, tribal, occupational and class groups in contemporary cultures.

Open to graduate students from other departments with permission of instructor.
Mr. Manners and Mr. Wilson

ANTHROPOLOGY 305. Anthropological Colloquium *Staff*

ANTHROPOLOGY 400-410. Dissertation Research

Independent research for the Ph.D. degree.

- | | |
|--------------------------|---------------------------|
| 400. <i>Miss Codere</i> | 406. <i>Mr. Manners</i> |
| 401. <i>Mr. Cowgill</i> | 407. <i>Mr. Reisman</i> |
| 402. <i>Mr. Jacobson</i> | 408. <i>Mrs. Robinson</i> |
| 404. <i>Mr. Holtzman</i> | 409. <i>Mr. Saler</i> |
| 405. <i>Mr. Kaplan</i> | 410. <i>Mr. Weingrod</i> |

Biochemistry

Objectives

The graduate program in biochemistry leading to the degree of Doctor of Philosophy is designed to equip the student with a broad understanding of the chemistry involved in biological processes and to train him to carry out independent original research. Although the student will be primarily responsible for a comprehensive understanding of biochemical phenomena, he will be encouraged to acquaint himself with the disciplines of biology and chemistry. Research and experimental projects rather than formal course training will be emphasized. The student will, however, be required to take courses in advanced biochemistry, organic chemistry, physical biochemistry, biochemical techniques, molecular biology and biochemistry seminars. The choice of advanced biochemistry courses and those of other scientific disciplines (i.e., organic chemistry, genetics, embryology, etc.) are subject to the student's particular interests. The choice of research programs should be in areas under investigation by the faculty; some of these fields include intermediary metabolism in normal and also tumor tissues, enzymology, immunochemistry, radiobiology, biochemical genetics, bacterial and phage genetics, physical chemistry of macromolecules, protein chemistry, plant and virus metabolism, problems in growth and differentiation, photobiology, microbial metabolism, and organic biochemistry.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this area of study. Applicants for admission to the Biochemistry Department are also required to take the Graduate Record Examination. The student's undergraduate curriculum should include some fundamental courses in biology and chemistry which will be subject to final staff approval.

Faculty

Professor WILLIAM P. JENCKS, *Acting Chairman*: Mechanisms of reactions catalyzed by enzymes, coenzymes, and by chemical catalysts. Effects of salt and denaturing agents on proteins. Mechanisms, catalysis and equilibria of reactions of "energy-rich" compounds of importance in biochemistry and chemistry.

Professor ROBERT H. ABELES: Mechanism of enzyme action, with particular reference to the mechanism of action of reactions involving derivatives of Vitamin B-12 and the mechanism of isomerizations.

- Professor GERALD D. FASMAN: Conformation of biological macromolecules. Protein models, synthesis, conformational studies and biological properties of polyamino acids. Polyribonucleic acids conformational studies.
- Professor LAWRENCE GROSSMAN: Nucleic acid metabolism in normal, tumor and virus-infected cells. Problems in biochemical replication. Action of pyrimidine analogs in chemotherapy.
- * Professor LAWRENCE LEVINE: Immunochemistry. Effect of antigenic conformation on the antigen-anti-body reaction.
- Professor FARNSWORTH LOOMIS: Biochemistry of differentiation and growth with special reference to primitive animal systems. Role of pCO₂ in biological systems. Relationship of hydra to single cell systems in tissue culture.
- Professor GORDON H. SATO: Specialized function of cultured mammalian cells.
- Professor SERGE N. TIMASHEFF: Physical chemistry of proteins, in particular, structure in solution and interactions of proteins. Effects of amino acid substitution in genetic variants; macro-molecular properties of biological polymers.
- * Associate Professor THOMAS C. HOLLOCHER, JR.: Free radicals in biological systems. Study of model free radical systems related to enzyme reactions. Biological oxidation. Nuclear magnetic resonance.
- Associate Professor JOHN M. LOWENSTEIN: Metabolic regulation of carbohydrate utilization and fat synthesis. The interaction of metabolic pathways. Enzymatic and non-enzymatic reactions of nucleoside triphosphates.
- Adjunct Associate Professor FARAHE MALOOF: Biochemical pharmacology. Biochemistry of the thyroid. Effects of I¹³¹ irradiation on thyroid tissue.
- Associate Professor WILLIAM T. MURAKAMI: Biochemistry of virus infection. Metabolism of virus-infected cells. Purification and characterization of animal viruses.
- Associate Professor MORRIS SOODAK: Aspects of the metabolism of the thyroid gland. Mechanism of iodination and the mode of action of the goitrogenic drugs are being investigated in cell-free preparations of thyroid tissues.
- * Associate Professor HELEN VAN VUNAKIS: Protein structure of enzymes and viruses. Mechanisms of viral infectivity. Photodynamic action of dyes on nucleic acids. Conversion of zymogens to enzymes.
- Assistant Professor WILLIAM S. ALLISON: Protein chemistry. Studies on functional groups of enzymes.
- Assistant Professor DAVID M. FREIFELDER: Structure and function of DNA. Bacterial and phage genetics. Structure of bacterial episomes.

Adjunct Assistant Professor DAVID M. DAWSON: Protein synthesis in muscle and nervous tissue.

Adjunct Assistant Professor SUSAN E. LEEMAN: Neurosecretion. The role of the hypothalamus in the regulation of autonomic function and in the control of anterior pituitary secretion.

Adjunct Assistant Professor DWIGHT ROBINSON: Protein denaturation. The mechanisms of reactions of acyl compounds.

Degree Requirements

Doctor of Philosophy

Program of Study. Each doctoral candidate must satisfactorily complete the following fundamental courses: advanced biochemistry, biochemical techniques, history of biochemistry, physical biochemistry and radiobiology, biochemical research problems, and at least four of the biochemistry seminars.

Language Requirements. A reading knowledge of French and German is required. One of the language requirements must be satisfactorily completed prior to the oral qualifying examination. The second language requirement must be satisfactorily completed before the end of the second year of study.

Qualifying and Cumulative Examination. An oral qualifying examination must be taken generally at the end of the first year. In this examination, the student will be asked to defend or refute two propositions. One proposition will be related to the research he selects for his dissertation and the second will be an assigned proposition concerned with a different area of biochemistry.

A series of one-hour cumulative examinations will be given every month and the student is required to pass six such examinations before he may present his dissertation.

Admission to Candidacy. The qualifying examination must be passed at a level satisfactory for this degree. Admission to candidacy usually takes place at the end of the second year of study.

Dissertation and Defense. A dissertation will be required which summarizes the results of an original investigation of an approved subject and demonstrates the competence of the candidate in independent research. A final oral examination based on the dissertation will be held.

Courses of Instruction

BIOCHEMISTRY 100a. Introductory Biochemistry

Chemistry and metabolism of compounds of biological importance, introduction to enzyme reactions, energy metabolism, cellular function and differentiation.

Prerequisite: Chemistry 25a and b.

Mr. Loomis

BIOCHEMISTRY 101. Advanced Biochemistry

A discussion of enzyme reactions including energetics, kinetics, and reaction mechanism. Metabolism of carbohydrates, lipids, amino acids, nucleic acids, vitamins and coenzymes, hormones and inorganic substances. Coupled enzyme reactions, such as oxidative phosphorylation, and the synthesis of macromolecules such as glycogen, protein and the nucleic acids.

Prerequisites: Chemistry 25a and b, Biochemistry 100a or their equivalent. Some background in elementary physical chemistry is recommended but not required.

Mr. Abeles and Staff

BIOCHEMISTRY 103a. History of Biochemistry

A discussion of significant discoveries which have led to present-day concepts of biochemistry.

Prerequisite: Biochemistry 100a.

Staff

BIOCHEMISTRY 200a and b. Biochemistry Techniques

Students registered for this course will participate for a period of approximately six weeks in several research programs being conducted by the staff members.

Prerequisite: Biochemistry 100a (may be taken concurrently) and consent of the department.

Mr. Grossman and Staff

*BIOCHEMISTRY 201. Physical Biochemistry

Kinetics of enzyme reactions; measurement of free energy, heat and entropy values in biological systems; transition state theory; elements of data analysis; problems in physical techniques; isotope techniques and radiation effects; computer applications.

Prerequisite: Biochemistry 100a (may be taken concurrently).

BIOCHEMISTRY 202b. Chemistry of Enzyme-Catalyzed Reactions

A discussion of the chemistry of certain enzyme-catalyzed reactions compared to the corresponding uncatalyzed or chemically catalyzed reactions. Some consideration of the mechanisms through which enzymes may exert their catalytic effects.

Prerequisites: Chemistry 131 and biochemistry 101, or equivalent, taken previously or concurrently.

Mr. Jencks

BIOCHEMISTRY 203a. Molecular Biology

Mr. Sato

BIOCHEMISTRY 203b. Metabolic Regulation

Regulation of rates of enzyme reactions, regulation of enzyme levels, rate determining steps in metabolic pathways, control phenomena such as the Pasteur effect and the regulation of fat synthesis.

Mr. Lowenstein

* Not to be given in 1968-69.

***BIOCHEMISTRY 204b. Metabolism in Relation to Function**

This course is to introduce the student to physiology. Circulation, digestion, excretion, excitation and homeostatic control mechanisms will be discussed. Where possible, physiological function will be related to cellular metabolism.

Prerequisite: Biochemistry 100a.

***BIOCHEMISTRY 205a. Biochemical Genetics**

Recent advances in the chemistry of inheritance will be discussed with emphasis on recombination, transformation and transduction phenomena in micro-organisms. The problem of gene function, and enzyme formation and function, will be considered together with the contribution of microbial and animal mutants to the study of metabolic pathways.

Prerequisite: Biochemistry 100a (may be taken concurrently).

***BIOCHEMISTRY 206a. The Nucleic Acids**

Chemical and physical properties of the nucleic acids and monomeric units will be examined. Current chemical and enzymatic polymerization pathways and the biochemical roles of nucleic acids in protein synthesis, virus replication and genetic coding will be discussed.

Prerequisite: Biochemistry 100a, 101a and b.

***BIOCHEMISTRY 207b. Immunochemistry**

Mode and mechanism of antigen-antibody interaction; application of immunochemical methods to the estimation and characterization of proteins, polysaccharides, nucleic acids and natural proteins with biological activity such as enzymes and hormones.

BIOCHEMISTRY 208b. Metabolic Regulation

Regulation of rates of enzyme reactions, regulation of enzyme levels, rate of determining steps in metabolic pathways, control phenomena such as the Pasteur effect and the regulation of fat synthesis.

Mr. Lowenstein

BIOCHEMISTRY 210a and b. Protein Chemistry and Physical Methods

The following will be discussed: chemical and physical properties of proteins, peptides, and amino acids; methods of determination of molecular weight, purity, and structure and isolation techniques.

In 1968-69 this course will be given in place of Biochemistry 201 which is not being offered.

Prerequisite: Biochemistry 100a and one year of physical chemistry.

Messrs. Fasman, Timasheff, Allison, Hollocher and Miss Van Vunakis

***BIOCHEMISTRY 212b. Neurochemistry**

The special chemistry and biochemistry of nervous tissue, both central and peripheral, will be discussed. Emphasis will be placed on lipid chemistry as well as on nucleic acid and protein synthesis in the nervous system. Nerve conduction; vision; the effects of neurotropic agents on the enzymatic mechanisms of the brain will be presented.

Prerequisite: Biochemistry 100a (may be taken concurrently).

• Not to be given in 1968-69.

Seminars

One or two seminars will be given each semester. Each student will present an oral and written report on one aspect of the following topics:

- *BIOCHEMISTRY 215a. Structure and Functional Specificity of Macromolecules
- *BIOCHEMISTRY 216a. Biochemical Aspects of Differentiation and Growth
- BIOCHEMISTRY 217a. The Nucleic Acids *Mr. Freifelder*
- *BIOCHEMISTRY 218a. Biochemical Studies with Mammalian Viruses and Cultured Cells
- *BIOCHEMISTRY 219b. Mechanism of Enzyme Action
- *BIOCHEMISTRY 220a. Problems in Biosynthesis
- *BIOCHEMISTRY 222a. Oxidative Phosphorylation
- BIOCHEMISTRY 223a. Structure, Metabolism, and Function of Hormones *Miss Leeman*
- *BIOCHEMISTRY 224b. Physiology of Mammalian Cells
- *BIOCHEMISTRY 225b. Biochemistry of the Gene
- BIOCHEMISTRY 226b. Neurosciences *Mr. Levine and Miss Van Vunakis*
- *BIOCHEMISTRY 227a. Naturally Occurring Small Peptides and Proteins
- BIOCHEMISTRY 401-415. Biochemical Research Problems
Independent research for the Ph.D. degree.

401. <i>Mr. Jencks</i>	408. <i>Mr. Grossman</i>
402. <i>Mr. Levine</i>	409. <i>Mr. Sato</i>
403. <i>Mr. Loomis</i>	410. <i>Mr. Soodak</i>
404. <i>Mr. Timasheff</i>	411. <i>Miss Van Vunakis</i>
405. <i>Mr. Abeles</i>	412. <i>Mr. Allison</i>
406. <i>Mr. Fasman</i>	413. <i>Mr. Freifelder</i>
407. <i>Mr. Lowenstein</i>	414. <i>Mr. Hollocher</i>
	415. <i>Mr. Murakami</i>

Journal Club, Colloquia, and Research Clubs

In addition to the formal courses announced above, all graduate students are encouraged to participate in the department's Journal Club and colloquia. The Journal Club is an informal meeting of the students, staff and post-doctoral fellows, where recent publications are discussed. Colloquia are general meetings of the department in which both speakers from the department and guest speakers will present their current investigations. Research clubs are organized by various research groups of the department.

* Not to be given in 1968-69.

Biology

Objectives

The graduate program in biology is designed to give the student an understanding of the fundamental nature of living processes, and to train him to undertake original research.

The department rarely admits a graduate student who desires a Master's degree. Such candidates may, however, be admitted at the discretion of the faculty as exceptional cases. A Master of Arts degree may be granted on completion of a designated program to be arrived at after consultation with the graduate adviser.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. These are: general biology, genetics, cell physiology, developmental biology, and at least two additional elective courses. Students who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

It is strongly recommended that applicants take the Graduate Record Examination.

On being admitted to the Biology Department, each graduate student will report to the temporary graduate student adviser who will assist the student with his formal entry into the department and later with his program.

An important part of graduate training consists of laboratory experience. Since the summer months provide an opportunity for such work, unbroken by courses and other responsibilities, it is customary for graduate students to spend their summers doing research. In recognition of this, the Biology Department provides summer stipends for its full-time graduate students.

Faculty

Associate Professor ATTILA O. KLEIN, *Chairman*: Plant physiology and metabolism.

Professor HERMAN T. EPSTEIN: Radiation biology. Virus genetics.

Professor MARTIN GIBBS: Photosynthesis and plant physiology.

*Professor ALBERT KELNER: Genetics. Microbial genetics. Radiation biology.

Professor JEROME A. SCHIFF: Plant biochemistry and physiology. Intracellular development. Sulphur metabolism.

Professor MAURICE SUSSMAN: Microbiology. Cellular differentiation. Microbial genetics.

Professor ANDREW G. SZENT-GYORGYI: Chemistry of muscle contraction. Animal physiology.

Professor EDGAR ZWILLING: Vertebrate development. Tissue interactions.

Associate Professor CHANDLER FULTON: Invertebrate development. Cellular differentiation.

Assistant Professor DAVID H. GILLESPIE: Microbial and molecular genetics.

Assistant Professor HERBERT OBERLANDER: Invertebrate physiology. Endocrinology and post-embryonic development of insects.

Assistant Professor GJERDING OLSEN: Animal physiology. Endocrinology.

Assistant Professor RAYMOND STEPHENS: Chemistry of cell division. Biological motility.

Degree Requirements

Master of Arts

Program of Study. The program leading to the M.A. degree in biology focuses primarily on the research capability of the student. Specifically, the primary requirement for the degree is the completion of a thesis based on original laboratory work which is acceptable to the department. In general, the preparation for an original research problem will necessitate the enrollment of a student in course work. The specific number and types of courses will vary, depending on the ultimate research problem, and will be prescribed by the department. The candidate must, however, complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of twenty-four semester hours of approved study.

By the end of the first year, each graduate student will choose a specific field of interest and will apply to the chairman of the department for a permanent adviser to be assigned by the department. This adviser will serve as the chairman of a committee of at least three departmental staff members,

• On Leave, 1968-69.

which will advise the student on courses to be taken and guide him throughout the thesis problem.

The thesis requirement may be waived under exceptional circumstances and only with the approval of the department staff.

Language requirements. All candidates are required to demonstrate a reading knowledge of French or German, or another foreign language acceptable to the department. An examination demonstrating reading ability in the foreign language must be taken prior to the completion of thesis work.

Qualifying Examination. As the discretion of the student's advisory committee, a qualifying or comprehensive examination may be required.

Doctor of Philosophy

Program of Study. All students will be expected to obtain a knowledge of the principles and techniques of the areas of genetics, morphology, physiology and development before taking the qualifying examination. The background a student is expected to have in these areas is equivalent to the course contents of Biology 101a, 102a, 103a, 202a, 204b, and Biochemistry 100a, 101. Entering students will be encouraged to take Biology 300a and b. The student will be expected also to have additional background in his area of specialization as well as experience in seminar and research courses to be designated.

Each student will choose his specific field of interest and will apply to the chairman of the department for a permanent adviser to be assigned by the department before the end of the second year. The adviser will assist the student in planning a well-balanced program in his specific field of interest. In addition, the adviser will ordinarily serve as the chairman of the student's proposition committee, proposition examining committee and dissertation examining committee.

Language requirement. A reading knowledge of French and German, or another language acceptable to the department, is required. At least one of these requirements must be met before the student completes the first year of graduate study and before he is admitted to candidacy.

Qualifying Examination. Ordinarily this examination will be taken on the recommendation of the student's adviser and should be completed before active dissertation work is initiated. The student's major adviser will appoint two other faculty members to serve as the student's proposition committee. The student will submit seven propositions encompassing the four core areas with no more than two propositions in any one area. Each proposition should be a proposal or hypothesis subject to debate. The proper form in which the propositions are to be submitted will be designated by the department. (See department secretary for suggested format and instructions.) The student

will be examined orally on at least three of the seven acceptable propositions by the three members of the propositions committee plus two additional faculty members.

Admission to Candidacy. To be admitted to candidacy, the student must have (a) passed at least one foreign language examination, (b) passed the qualifying examination, (c) shown a capacity for independent research, (d) been accepted by a graduate adviser.

Dissertation and Defense. Each student will conduct an original investigation. *It is strongly recommended that the dissertation research be deferred until the student has fulfilled requirements for admission to candidacy.* With the approval of the student's adviser, however, research courses may be elected at any time. After admission to candidacy, a dissertation committee will be appointed by the chairman of the department. It will consist of at least three staff members headed by the student's permanent adviser. This committee must approve the candidate's subject of research, will guide his research activities toward the doctoral dissertation and, in addition, will read and evaluate the completed dissertation. After submission of the dissertation, the candidate will be expected to present the principal results of his work and its significance during an examination in defense of the dissertation.

Courses of Instruction

*BIOLOGY 101a. Comparative Physiology of Animals

*BIOLOGY 102a. Comparative Physiology and Metabolism of Algae

BIOLOGY 103a. Cell Structure and Function

Molecular architecture of the living cell and its relationship to life processes. The generalized cell, the cell in division, and the specialized cell will be considered from the viewpoint of classical cytology and also in terms of current biochemical, optical, and electron-optical studies.

Prerequisite: Permission of the instructor.

Three classroom hours a week; demonstrations to be arranged. *Mr. Stephens*

*BIOLOGY 106a. Developmental Plant Biology

The physiology and biochemistry of morphogenetic events in the life cycle of higher plants. Differentiation and growth of organs examined in terms of changing metabolic patterns.

Prerequisites: Biology 31b; Chemistry 25a,b; Biology 10.

Three classroom hours a week.

BIOLOGY 124a. Virology

Biology of plant animal and bacterial viruses.

Prerequisite: Biology 30a or the equivalent.

Three classroom hours.

Mr. Epstein

* Not to be given in 1968-69.

BIOLOGY 131b. Problems in Animal Morphogenesis

A seminar discussion of problems encountered in studies of animal development. Current and older literature on designated topics will be evaluated.

Prerequisite: Biology 40a or equivalent.

Mr. Zwilling

BIOLOGY 141a. Physical Biology**BIOLOGY 145a. Optical Methods in Cell Biology*****BIOLOGY 150b. Physical and Mathematical Bases of Molecular Biology****BIOLOGY 200b. Selected Topics in Physiology**

The nature of contemporary research in physiology will be illustrated through a discussion of recent experiments in selected areas.

Three classroom hours a week. *2 credits.*

Mr. Szent-Gyorgyi

BIOLOGY 202a. Gene Structure and Function

The development of the gene concept. Contemporary investigations of the nature of genetic material and its involvement in cell structure and function.

Prerequisite: Biology 30a.

Mr. Fulton

BIOLOGY 204b. The Cellular Basis of Development

Phenomic variation and interaction at the cellular level will be considered. Developmental events in microbial cultures, morphogenetically complex Protista, Metazoa and Metaphyta will be analyzed in terms of the cellular mechanisms involved.

Three classroom hours.

Mr. Sussman

BIOLOGY 214b. Experimental Methods in Microbial Genetics**BIOLOGY 222b. Microbial Metabolism****BIOLOGY 245a. Selected Topics in Plant Metabolism**

A discussion of those areas of physiology and biochemistry to which plants lend themselves as experimental objects. Conspicuous examples are photosynthesis, photomorphogenesis, nitrogen fixation, and the biosynthesis of natural products such as anthocyanins, flavonoids, isoprenoids, phenols, terpenes, etc.

Three classroom hours a week. *2 credits.*

Mr. Gibbs

BIOLOGY 245b. Comparative Physiology and Biochemistry of Plants

See Biology 245a.

Mr. Schiff

Courses in Research**BIOLOGY 300a and b. Biological Research**

Primarily for the first year student with the purposes of introducing him to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate adviser, the student plans a sequence of such tenures, each comprising six weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved.

Credits to be arranged.

Mr. Fulton and Staff

• Not to be given in 1968-69.

BIOLOGY 400. Biophysics of Microorganisms

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Epstein***BIOLOGY 401.** Genetics and Microbiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Kelner****BIOLOGY 402.** Population Genetics and Mathematical Genetics**BIOLOGY 403.** Microbial Genetics

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Gillespie***BIOLOGY 404.** Vertebrate Physiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Olsen***BIOLOGY 405.** Invertebrate Development

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Fulton***BIOLOGY 406.** Plant Physiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Schiff***BIOLOGY 407.** Invertebrate Physiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Oberlander***BIOLOGY 408.** Differentiation and Genetics

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Sussman***BIOLOGY 409.** Vertebrate Development

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Zwilling***BIOLOGY 410.** Plant Physiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Klein***BIOLOGY 411.** Cytology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Stephens***BIOLOGY 412.** Plant Metabolism

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

*Mr. Gibbs***BIOLOGY 413.** General Physiology

Laboratory hours and credits to be arranged.

Laboratory fee: \$25.

Mr. Szent-Gyorgyi

• Not to be given in 1968-69.

Biology Journal Clubs

There will be a number of informal Journal Clubs which will deal with various topics of concern to the various specialties. These will meet regularly under the auspices of staff members. Students, depending upon their individual needs, may be required to attend.

Biophysics

Objectives

The interdepartmental graduate program in biophysics, leading to the degree of Doctor of Philosophy, is designed to give the student a broad understanding of the physico-chemical nature of living processes and to train him to carry out independent research. In addition to basic courses in cellular biology, the student will be expected to obtain a broad background in the supporting disciplines of biochemistry, biology, chemistry, physics, and mathematics. After completion of this program, the student's remaining course work will be in an area of biophysics in which a faculty member is doing research. Some areas in which research is now being actively pursued are photobiology, radiobiology, virus reproduction and muscle contraction.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to applicants for admission to this area of study. Applicants are also required to take the Graduate Record Examination. The student's undergraduate program should, ideally, include organic and physical chemistry, atomic and nuclear physics, differential equations, and courses in cellular biology. Inasmuch as most students will be deficient in some respects, it is expected that deficiencies may be made up by taking the appropriate courses while in Graduate School. If a petition is approved, the successful completion of some of these courses may be credited as part of the graduate program. On being admitted to study in biophysics, the student will be assigned to a member of the Biophysics Committee, who will advise the student on a program of courses. This program should be submitted for approval to the committee by the beginning of the second term of residence.

Humanities Complex



Faculty

Associate Professor KENNETH KUSTIN (Chemistry), *Chairman*; Professors MARTIN GIBBS (Biology), ALBERT KELNER (Biology), HENRY LINSCHITZ (Chemistry), EDGAR LIPWORTH (Physics), ANDREW G. SZENT-GYORGY (Biology), SERGE N. TIMASHEFF (Biochemistry); Associate Professor THOMAS C. HOLLOCHER, JR. (Biochemistry).

Degree Requirements

Doctor of Philosophy

Program of Study. The following are five areas in which competency at more than a minimal level is expected of a candidate for a Ph.D. in Biophysics:

1. Biology through cell structure and function, genetics, development, and molecular biology.
2. Classical physics and modern physics through the basic ideas of quantum mechanics. Computer programming.
3. Organic chemistry and physical chemistry including thermodynamics.
4. Biochemistry including enzyme mechanisms.
5. Mathematics through elementary differential equations.

Language Requirements. A reading knowledge of German and French is required. Russian may be substituted for one of these languages if the advisory committee determines that it is useful for a student in his particular field of research.

Qualifying Examination. A student should have completed the program of study not later than the end of his second year in residence so that he may be able to take a qualifying examination covering this material.

Dissertation and Defense. Upon passing this examination, the student will select a dissertation supervisor and formally initiate research and course study in the research area of his supervisor. Additional credits may be taken from among graduate courses and seminars, as approved by the student's research supervisor and advisory committee. This committee will be appointed by the dissertation supervisor, subject to the approval of the Biophysics Committee. When the student and the dissertation supervisor have agreed on the research project, a brief description of the project must be filed with each of the members of the advisory committee.

After completing the research and the dissertation, the candidate will present and discuss the results and significance of his work during an examination in defense of his dissertation.



Brandeis' Undefeated G. E. College Bowl Team

Courses of Instruction

BIOPHYSICS 300a and b. Biophysical Techniques

All entering students normally register for this course and will thereby participate for periods of about ten weeks in the research programs of each of five or six staff members selected from the departments of Biochemistry, Biology, Chemistry and Physics.

Staff

Chemistry

Objectives

The graduate program in chemistry is designed to lead to a broad understanding of this subject. All students will be required to demonstrate knowledge in advanced areas of inorganic, organic and physical chemistry. They will be required also to demonstrate proficiency in selected experimental techniques which are used in chemical research. Advanced courses in chemistry are offered, satisfactory completion of which constitutes partial fulfillment of these requirements. Advanced courses in biochemistry, mathematics, physics, and biology may be offered to fulfill degree requirements with prior consent of the Departmental Committee on Graduate Studies.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. In addition, the undergraduate curriculum of applicants should include courses in physics and mathematics (differential and integral calculus), and courses in general and inorganic, analytical, organic and physical chemistry.

Admission to advanced courses will be based upon results of a qualifying examination in each of these areas of chemistry, which will be taken upon entrance. These examinations will determine whether the student will be required to make up deficiencies in preparation. The qualifying examinations will be given three times a year; (1) during the two-week period ending with the first week of the Fall Term, (2) in February, and (3) in April. The results of the qualifying examinations will be considered in the assignment of awards for the subsequent years of graduate study.

Faculty

Professor SAUL G. COHEN, *Chairman*: Chemistry of free radicals; organic photochemistry; stereospecificity and mechanism of reactions of enzymes.

Professor PAUL B. DORAIN (*Graduate Student Adviser*): Electron paramagnetic resonance; exchange interactions and optical spectra of crystalline materials.

Professor SIDNEY GOLDEN: Quantum statistical theory of chemical kinetics; many body problems and atomic and molecular structure; statistical mechanics of ion solvation.

Professor ERNEST M. GRUNWALD: Ultra-fast proton transfer steps in acid base reactions; lifetimes of hydrogen-bonded complexes in solution; enthalpy, entropy and heat capacity changes for polar reactions in solution.

Professor JAMES B. HENDRICKSON: Chemistry of natural products, particularly alkaloids and sesquiterpenes; chemical plant phylogeny; stereochemistry and molecular geometry; development of new synthetic reactions.

Professor HENRY LINSCHITZ: Reactions of excited molecules; stabilization of free radicals; photo-ionization in solution and properties of solvated electrons; metal complexes; physical mechanisms of photobiological processes.

Professor MYRON ROSENBLUM: Reaction mechanisms; thermally induced rearrangements; organometallic chemistry.

Professor ROBERT STEVENSON: Isolation and structure of natural products; lignan synthesis; molecular rearrangements in triterpenoids and steroids.

Visiting Professor ALBERT H. WELLER, (Fall Term). *National Science Foundation Senior Foreign Scientist Fellow*: Photochemistry; reaction kinetics.

Associate Professor MICHAEL J. HENCHMAN: Gas kinetics under "single collision" conditions; dynamics of molecular collision processes.

Associate Professor KENNETH KUSTIN: Study of fast reactions in solution by relaxation techniques; mechanisms of inorganic reactions; enzyme kinetics.

Associate Professor COLIN STEEL: Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions.

*Associate Professor THOMAS R. TUTTLE, JR.: Electron distribution in ion radicals by electron spin-resonance; molecular motions in solutions; properties of metal solutions in ammonia and other solvents.

Assistant Professor PETER C. JORDAN: Irreversible statistical mechanics and quantum chemistry.

Instructor WILLIAM R. VITALE: New carbo- and heterocyclic-conjugated systems and synthetic-theoretical organic chemistry.

Degree Requirements

Master of Arts

Qualifying Examinations. The qualifying examinations must be passed by the end of the first year of graduate study.

Program of Study. Each candidate for the Master's degree is required to complete satisfactorily:

1. Not less than *eighteen semester hours of lecture course* work in inorganic, organic and physical chemistry. Graduate courses in related fields may be offered to fulfill the chemistry requirements on petition to the department. The petition must be approved prior to registration for such courses.

2. *Six semester hours of advanced laboratory work.* This requirement may be met by graduate credit in laboratory work in courses numbered over 100.

3. Chemistry 110b, 121a, may be offered in partial fulfillment of lecture course requirements or of laboratory course requirements for the M.A. degree.

Residence Requirement. The minimum residence requirement for this degree is one year. While generally this will be fulfilled in two semesters and one summer, it may in certain instances be met in two semesters.

Language Requirements. A reading knowledge of German and an elementary knowledge of French or Russian is required.

Teaching. It is expected that all graduate students, to develop competence in teaching, will do some undergraduate teaching during the course of their studies.

Doctor of Philosophy

Program of Study. Each candidate for the Doctor's degree is required to complete satisfactorily:

• On Leave, 1968-69.

1. The qualifying examinations which must be passed at a level satisfactory for this degree by the end of the first year of graduate study.
2. The program of study described for the degree of Master of Arts in Chemistry, or its equivalent.
3. Not less than nine additional semester hours of lecture course work in Chemistry selected from those in the 200 series.
4. Final examinations. After a student has been admitted to the Ph.D. program he begins to take final examinations in his major field, organic, physical organic, physical or inorganic chemistry. In organic chemistry and in physical organic chemistry, these examinations are administered twice a year, and are based on assigned readings. Students must pass three of these examinations and must maintain satisfactory progress toward this end. In physical chemistry and in organic chemistry, generally during the third semester of graduate work, the student is assigned a set of three propositions. He takes a written examination on one proposition and is examined orally on the remaining two. In inorganic chemistry the student is also examined on his proposed research.

Residence Requirements. The minimum residence requirement for this degree is two years. Ordinarily, three years of full-time study will be necessary for the completion of the course work and the preparation of an acceptable thesis.

Language Requirement. A reading knowledge of German and either French or Russian is required.

Admission to Candidacy. The student may be recommended for admission to candidacy upon the recommendation of his dissertation adviser, and the completion of the following requirements: the qualifying examinations, twenty-one hours of graduate lecture course credit, the language examinations and the relevant final examination.

Dissertation and Defense. A thesis is required which summarizes the results of an original investigation and which demonstrates the competence of the candidate in independent investigation, critical ability, and effectiveness of expression. The topic of the thesis must receive approval of the department. An oral defense of the dissertation will be held.

Courses of Instruction

CHEMISTRY 110b. Analytical Chemistry

Principles and techniques involved in modern chemical analysis. Application of modern instrumental methods to the study of chemical and physical processes. Techniques used include polarography, spectroscopy, chromatography.

Prerequisite: Chemistry 41 or the equivalent.

Two lecture and six laboratory hours a week. *4 credits.*

Laboratory fee: \$10.

Mr. Steel

CHEMISTRY 121a. Inorganic Chemistry I

Introduction to the principles of chemical binding; valence theory, periodic properties, molecular structures. Application chiefly to the chemistry of the lighter and non-metallic elements.

Inorganic synthesis and analysis; synthetic techniques include vacuum line, high temperature, non-aqueous and electrochemical preparations. Instrumental methods of analysis.

Graduate students may take the lectures of this course without the laboratory.

Prerequisite: Chemistry 41 or consent of the instructor.

Three lecture hours a week, *3 credits;* six laboratory hours a week, *2 credits.*

Laboratory fee: \$10.

Mr. Kustin

CHEMISTRY 122b. Inorganic Chemistry II

A continuation of the lecture part of Chemistry 121a, dealing with the transition metal, rare earth and actinide elements.

Prerequisite: Chemistry 121a or the equivalent.

Mr. Dorain

*CHEMISTRY 123b. Nuclear Chemistry

Nuclear reactions, radioactive decay, interaction of radiation and matter, chemical applications of isotopic tracers, Mössbauer Spectroscopy, Positronium Chemistry and Cosmochemistry.

Prerequisite: Chemistry 41 or the equivalent.

Three lecture hours a week. *3 credits.*

CHEMISTRY 130a. Advanced Organic Chemistry: Structure

Application of physical and spectroscopic methods to the elucidation of "structure and stereochemistry" of organic compounds, with particular emphasis on ultraviolet, infrared, nuclear magnetic resonance and mass spectrometry.

Prerequisite: Chemistry 25 or the equivalent.

Three lecture hours a week. *3 credits.*

Mr. Stevenson

CHEMISTRY 131b. Advanced Organic Chemistry: Mechanics

Kinetics, stereochemistry and mechanisms of organic reactions.

Prerequisites: Satisfactory grades in Chemistry 25 and 41 or the equivalent.

Three lecture hours a week. *3 credits.*

Mr. Cohen

CHEMISTRY 132a. Advanced Organic Chemistry: Synthesis

A survey of several organic reactions of theoretical and synthetic interest including a discussion of their application, scope, specificity and mechanism.

Prerequisite: Satisfactory grade in Chemistry 25 or the equivalent.

Three lecture hours a week. *3 credits.*

Mr. Hendrickson

• Not to be given in 1968-69.

CHEMISTRY 141a and b. Advanced Physical Chemistry

A unified introduction to chemical thermodynamics, statistical mechanics and elementary wave mechanics.

Prerequisite: Chemistry 41 or the equivalent.

Three lecture hours a week. 3 credits a term.

Mr. Jordan

***CHEMISTRY 144b. Structure Determination of Crystals and Molecules**

Methods of molecular and crystal structure determination. Emphasis is placed on the techniques which provide direct determinations of bond lengths, including X-ray, neutron and electron diffraction, and microwave spectroscopy.

Prerequisite: Chemistry 41 or the equivalent.

Three lecture hours a week. 3 credits.

CHEMISTRY 145b. Chemical Kinetics

Kinetics of homogeneous and heterogeneous chemical change.

Prerequisite: Satisfactory grade in Chemistry 41 or the equivalent.

Three lecture hours a week. 3 credits.

Mr. Henchman

CHEMISTRY 200. Advanced Chemistry Laboratory

Staff

CHEMISTRY 220c. Inorganic Chemistry Seminar

A seminar course. Required of graduate students in inorganic chemistry who must audit this course each year and may receive three credits after participating for two years.

Mr. Kustin

CHEMISTRY 221a. Advanced Inorganic Chemistry I

Inorganic reaction mechanisms: Substitution, exchange, polymerization, redox, hydrolytic and solvolytic reactions; inorganic stereochemistry.

Prerequisite: Chemistry 145.

Three lectures a week. 3 credits.

To be announced

***CHEMISTRY 222a. Advanced Inorganic Chemistry II**

Theoretical inorganic chemistry: Atomic structure and the application of group theory to inorganic compounds, particularly the transition metals; ligand field theory.

Corequisite: Chemistry 141a.

Three lecture hours a week. 3 credits.

Chemistry 221 and Chemistry 222 are given in alternate years.

***CHEMISTRY 229b. Special Topics in Inorganic Chemistry**

The content will depend on the interests of the instructor. This course will not be given in 1968-69.

***CHEMISTRY 230a. Advanced Organic Chemistry: Mechanisms**

Prerequisite: Satisfactory grade in Chemistry 131b.

Three lecture hours a week. 3 credits.

CHEMISTRY 231c. Organic Chemistry Seminar

Required of graduate students in organic chemistry who must audit this course each year and may receive three credits after participating for two years and presenting two seminar talks. *Messrs. Hendrickson, Rosenblum and Stevenson*

^a Not to be given in 1968-69.

***CHEMISTRY 232b. Chemistry of Heterocyclic Compounds**

A systematic survey of the principal oxygen, nitrogen and sulfur heterocycles of five and six membered and fused ring systems, including their synthesis, chemical reactions and aromatic character.

Prerequisite: Satisfactory grade in Chemistry 131 or the equivalent.

Three lecture hours a week. 3 credits.

***CHEMISTRY 233b. Chemistry of Alkaloids**

A study of principal alkaloids belonging to the pyrrolidine, piperidine, pyrrolizidine, quinolizidine, quinoline, isoquinoline and indole groups, including degradation, total synthesis and biogenetic relationships.

Prerequisite: Satisfactory grade in Chemistry 132 or the equivalent.

Three lecture hours a week. 3 credits.

CHEMISTRY 234b. Chemistry of Organometallic Compounds

A survey of the complexes formed by transition metals with olefins, acetylenes and aromatic ligands; their preparation, properties and chemical reactions.

Prerequisite: Chemistry 130a or the equivalent.

Three lectures a week. 3 credits.

Mr. Rosenblum

***CHEMISTRY 235a. Special Topics in Organic Chemistry**

The content will depend on the interests of the instructor. This course will not be given in 1968-69.

Prerequisite: Chemistry 130a, 131, 132a or consent of the instructor.

***CHEMISTRY 237b. The Chemistry of Natural Products**

Isolation, structure elucidation, degradation, synthesis and classification of selected classes of natural products.

Prerequisite: Chemistry 130a, 131, 132a or consent of the instructor.

Three lectures a week. 3 credits.

CHEMISTRY 240c. Physical-Organic Chemistry Seminar

Required of graduate students in physical-organic chemistry who must audit this course each year and may receive three credits after participating for two years and presenting two seminar talks.

To be announced

CHEMISTRY 241c. Physical Chemistry Seminar

Required of graduate students in physical chemistry who must audit this course each year and may receive three credits after participating for two years.

Mr. Henchman

CHEMISTRY 243b. Statistical Thermodynamics

Elementary statistical mechanics of systems in equilibrium; Boltzmann, Fermi-Dirac and Bose-Einstein statistics; microcanonical, canonical and grand canonical ensembles; applications to thermodynamic systems.

Three lecture hours a week. 3 credits.

Mr. Jordan

^a Not to be given in 1968-69.

CHEMISTRY 244a. Special Topics in Physical Chemistry: Photochemistry

Interaction of light with simple molecules, primary photophysical processes of polyatomic molecules, mechanisms of photochemical reactions, experimental methods in photochemistry.

Prerequisite: Chemistry 141 or the equivalent.

Three lecture hours a week. 3 credits.

Mr. Steel

CHEMISTRY 244b. Special Topics in Physical Chemistry: Magnetic Resonance Spectroscopy

Introduction to the theory of the motion of spins; study of Block equations; interactions between spins and surroundings; interactions between spins. Application of theory to structural problems and to determination of rates.

Prerequisite: Chemistry 141 or the equivalent.

Three lecture hours a week. 3 credits.

Mr. Tuttle

***CHEMISTRY 245a. Physical Organic Chemistry**

A quantitative discussion of rates and equilibria of organic reactions.

Three lecture hours a week. 3 credits.

CHEMISTRY 247a. Quantum Chemistry

Quantum mechanics and applications to problems in atomic and molecular structure and chemical binding.

Three lecture hours a week. 3 credits.

Mr. Golden

CHEMISTRY 248b. Topics in Quantum Theory*Chemistry Colloquium**

Lectures by faculty and invited speakers. Required of all graduate students.
Non-credit.

Courses in Research**CHEMISTRY 400. Organic Chemistry and Physical Organic Chemistry**

Reaction mechanisms; free radicals; photochemistry; enzyme reactions.

Mr. Cohen

CHEMISTRY 401. Organic Chemistry

Chemistry of natural products; steroids, triterpenoids, lignans. *Mr. Stevenson*

CHEMISTRY 402. Organic Chemistry

New carbo- and heterocyclic-conjugated systems; synthetic and theoretical organic chemistry. *Mr. Vitale*

CHEMISTRY 403. Organic Chemistry

Non-benzenoid aromatics: molecular rearrangements; reaction mechanisms; organometallics. *Mr. Rosenblum*

CHEMISTRY 404. Organic Chemistry

Chemistry of natural products; stereochemistry and molecular geometry; development of new synthetic reactions. *Mr. Hendrickson*

• Not to be given in 1968-69.

CHEMISTRY 405. Physical Chemistry

Chemical kinetics of elementary reactions; statistical theory of atomic and molecular structure; statistical mechanics of electrolytic solutions; physical chemistry of metal-ammonia solutions.

Mr. Golden

CHEMISTRY 406. Physical Chemistry

Reactions of excited molecules; luminescence; electron solvation; metal complexes; physical mechanisms of photobiological processes.

Mr. Linschitz

CHEMISTRY 407. Physical and Inorganic Chemistry

Electron paramagnetic resonance; optical spectra; solid state chemistry.

Mr. Dorain

CHEMISTRY 408. Physical Chemistry

Electron spin resonance; structure of free radicals; diffusion in liquid solutions; chemistry of electrolytic solutions.

Mr. Tuttle

CHEMISTRY 409. Inorganic Chemistry

Kinetics and mechanisms of inorganic reactions; experimental study of fast reactions including enzyme catalysis by the temperature-jump and other relaxation techniques.

Mr. Kustin

CHEMISTRY 410. Physical and Inorganic Chemistry**CHEMISTRY 411. Physical Chemistry**

Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions.

Mr. Steel

CHEMISTRY 412. Physical and Physical Organic Chemistry

Ultra-fast proton transfer steps in acid base reactions; enthalpy, entropy and heat capacity changes for polar reactions; lifetimes of hydrogen-bonded complexes in solution.

Mr. Grunwald

CHEMISTRY 413. Physical Chemistry

Statistical mechanics; irreversible processes; theory of fluids; quantum chemistry.

Mr. Jordan

CHEMISTRY 414. Physical Chemistry

Collision cross-sections, dynamics and lifetimes of ion-neutral processes in the gas phase using beam techniques; charge transfer; elastic and inelastic scattering.

Mr. Henchman



Comparative History

Objectives

The graduate program in Comparative History, leading to the degree of Doctor of Philosophy in History, has been designed to train professional scholars and teachers of European history. Comparative history is the conceptualization and study of the past according to political, social, economic, cultural and psychological categories that transcend traditional period and national divisions.

A small select student body will work in close cooperation with the faculty. All teaching will be done in small seminars and tutorials. Individual programs of study will be developed from the beginning of the students' graduate work in comparative history to prepare them for their oral qualifying examination and to guide them toward their dissertation research.

The program will concentrate on the comparative history of Western Europe, but students will be strongly encouraged to examine the patterns of European history in comparison with those of American civilization, Eastern Europe, Latin America, Africa and the Near and Far East.

Students in the program will be trained in two fields: one a very broad chronological field, the other a topical or category field. The three chronological fields or periods are: (1) medieval Europe 300–1500, (2) early modern 1400–1815, (3) modern Europe 1750–present. Students will elect one of these periods and will be allowed to concentrate on more narrowly defined eras and areas within the chosen field.

The student will choose, under guidance, a category of comparative historical inquiry and will be required to study it throughout the whole of European history and, within practical limits, in other civilizations.

It is expected that the doctorate will be earned within four years from entering the program. The maximum time allowed will be six years.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. Only doctoral candidates will be accepted. Students who have had a sound preparation in history and the social sciences and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the social sciences or in comparative literature may also apply. Applicants should submit a sample of written work, preferably in European history.

The following language requirements must be fulfilled on admission.

- (1) For students planning to study the medieval period: Latin, and either

French or German. (2) For students whose period will be early modern and modern: French or German.

Those admitted for the fall term will be advised to remedy any language deficiency during the preceding summer. For Latin, at least two years of college work is required; for French and German, the ability to read standard historical prose as certified by a written statement from one of the applicant's college teachers.

Faculty

Professor NORMAN F. CANTOR, *Chairman*: Medieval history. Political institutions.

Professor GEOFFREY BARRACLOUGH: Modern and medieval history. Political institutions.

Professor DAVID S. BERKOWITZ: Early modern history. Bibliography. The Reformation.

Professor RUDOLPH BINION: Modern history. Culture and thought. Biography.

Professor FREDERIC C. LANE: Early modern and medieval history. Economic institutions.

Associate Professor EUGENE C. BLACK: Modern history. Political and social institutions.

Assistant Professor SAMUEL J. BERNER: Early modern history. Renaissance thought and institutions.

MR. GERALD L. SOLIDAY: Early modern history. Urban institutions.

Degree Requirements

Master of Arts

An M.A. degree in History will be awarded those students who have satisfactorily completed one year of residence at full-time, fulfilled the language requirements, and have passed a qualifying examination at the Master's level.

Doctor of Philosophy

Soon after entering, the student will be assigned to a member of the faculty who will be his period supervisor. In addition, during the first term, he will work independently with another assigned faculty member who will help him define his category field.

Program of Study. During the first two years in the program, students will take four courses each term, divided between seminars, and supervised independent study or reading courses. In the first year, one course each term will be taken in a department outside of the comparative history program.

The third year in the program will, when feasible, be spent in Europe pursuing research for the dissertation. Arrangements will be made for conferences with European scholars who can advise on the subject of the research.

Language Requirement. In addition to the requirements for admission, all students will be required to demonstrate proficiency in an additional language, either French or German, no later than the end of the first year in residence.

Qualifying Examination. The student will normally take the oral qualifying examination at the end of the second year of study. He will be examined on one period, one category, and his proposed dissertation topic.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he has completed course and residence requirements, has demonstrated a high level of proficiency in the required foreign languages, has passed the qualifying examination, and his dissertation topic has been approved by the faculty of the program.

Dissertation and Defense. In the term preceding the qualifying examination, the student will define his dissertation topic under the direction of a first and second sponsor and will begin his research. When the dissertation has been accepted by the student's dissertation committee, the candidate will defend it at a final oral examination.

Courses of Instruction

Seminars

COMPARATIVE HISTORY 201a and b. Introduction to Comparative History

Introduction to the methods, concepts and literature of comparative history and the professional study of history in general.

Required for all first year students.

Mr. Cantor and Staff

COMPARATIVE HISTORY 209a and b. Medieval Political and Ecclesiastical Institutions

An introduction to the main thought and historical literature. Methodology and research techniques.

Mr. Cantor

COMPARATIVE HISTORY 230b. Capitalism

Capitalism as a category in comparative history and considered in its political and intellectual as well as economic aspects.

Mr. Lane

COMPARATIVE HISTORY 232b. The Reformation

The religious and intellectual dimensions of early modern history.

Mr. Berkowitz

COMPARATIVE HISTORY 235a. Sixteenth Century Social History

Social change and class structure with emphasis on aristocracy and urban society.

Mr. Berner

COMPARATIVE HISTORY 235b. European Cities in the Seventeenth and Eighteenth Centuries

Social change, class structure, and political and legal institutions. Urbanization in European history.

Mr. Soliday

COMPARATIVE HISTORY 250a. The Age of the Democratic Revolution

Political and economic changes in the late eighteenth and early nineteenth centuries. An examination of the literature and major research problems.

Mr. Black

COMPARATIVE HISTORY 260b. Nineteenth Century Industrial Society

The industrial revolution as a category in comparative history.

Mr. Black

COMPARATIVE HISTORY 280a. The Biographical Approach to Modern History

An examination of the literature, methodology and research problems. Psychological categories in comparative history.

Mr. Binion

COMPARATIVE HISTORY 285a. Nationalism and Communism

The political, social and economic aspects of nationalism and communism in the perspective of modern and contemporary world history.

Mr. Barraclough

COMPARATIVE HISTORY 286b. Imperialism

Imperialism as a category of comparative history, considered in its political, social and intellectual aspects.

Mr. Barraclough

Independent Study

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All members of the Comparative History faculty will be available to supervise independent study.

COMPARATIVE HISTORY 301. Independent Study

Independent study on period field.

Staff

COMPARATIVE HISTORY 302. Independent Study

Independent study on period field.

Staff

COMPARATIVE HISTORY 375. Independent Study

Independent study on category field.

Staff

COMPARATIVE HISTORY 376. Independent Study

Independent study on category field.

Staff

COMPARATIVE HISTORY 390.

Supervised independent study while preparing for qualifying examination. The student will register for this course while defining his dissertation topic. *Staff*

COMPARATIVE HISTORY 400. Dissertation Research

Independent research for the Ph.D. degree.

Staff

Contemporary Jewish Studies

Objectives

The graduate program in Contemporary Jewish Studies offers training on the Master of Arts level in various disciplines relating to the history, sociology and literature of contemporary Jewry. It is designed both for students who intend to devote themselves to teaching and research in contemporary Jewish studies and for those who plan careers in the field of Jewish communal and educational service.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Contemporary Jewish Studies program.

Faculty Executive Committee

Assistant Professor LEON A. JICK, *Chairman*: Near Eastern and Judaic Studies.

Associate Professor BARUCH A. LEVINE, *Vice Chairman*: Near Eastern and Judaic Studies.

Professor ALEXANDER ALTMANN: Near Eastern and Judaic Studies.

* * * Professor NAHUM NORBERT GLATZER: Near Eastern and Judaic Studies.

Professor ARNOLD GURIN: Social Administration.

Professor BENJAMIN HALPERN: Near Eastern and Judaic Studies.

Professor ROBERT MORRIS: Social Planning.

* * * Professor HAROLD WEISBERG: Philosophy.

Associate Professor ALEX WEINGROD: Anthropology.

Assistant Professor ERICH GOLDHAGEN: Politics.

Assistant Professor B. SVI SOBEL: Sociology.

*** On Leave, Spring Term, 1968-69.

Degree Requirements

Master of Arts

Program of Study. The program of study leading to the degree of Master of Arts will consist of a minimum of twenty-four course credits and a Master's thesis. It is expected that the Master of Arts degree will be earned in two years, but in special instances, one year will suffice. Normally, students will find it necessary to accomplish more than twenty-four course credits in order to insure adequate preparation for the degree.

Residence Requirement. The minimum residence requirement for the Master of Arts degree is one year.

Language Requirement. A candidate must demonstrate a basic knowledge of Hebrew or Yiddish which can, if necessary, be accomplished by successful completion of one year's study of Hebrew or Yiddish at Brandeis.

Courses of Instruction

CJS 21. Introductory Yiddish *Mr. Szulkin*

CJS 24. Intermediate Yiddish *Mr. Rothenberg*

CJS 103a. The Sociology of Religion
See Sociology 103a. *Mr. Kecskemeti*

*CJS 105b. The Sociology of Modern Anti-Semitism
See Sociology 105b.

CJS 115b. Sociology of American Churches
See Sociology 115b. *Mr. Sobel*

*CJS 126b. History of the Jews in Modern Times

The emancipation of the Jews in western Europe; the Haskalah movement. The great migrations to the West. Renaissance of Hebrew culture. Anti-semitism. Zionism. Problems of contemporary Jewish life in the United States.

CJS 137a and b. Modern Hebrew Literature
See N.E.J.S. 137a and b for description. *Mr. Brandwein*

CJS 139a. Major Trends in Modern Hebrew Literature
See N.E.J.S. 139a for description. *Mr. Brandwein*

CJS 144a. Political Modernization in the Near East
See N.E.J.S. 144a for description. *Mr. Halpern*

*CJS 147a. The Eastern Question
See N.E.J.S. 147a for description.

^o Not to be given in 1968-69.

CJS 149b. Contemporary Social Change in Israel

See N.E.J.S. 149b for description.

Mr. Halpern

CJS 160. Problems in American Jewish History

See N.E.J.S. 160 for description.

Mr. Jick

CJS 166a. Modern Jewish Intellectual History to 1870

See N.E.J.S. 166a for description.

Mr. Halpern

CJS 166b. Modern Jewish Intellectual History since 1870

See N.E.J.S. 166b for description.

Mr. Halpern

CJS 168a. Modern Jewish History: The Destruction of European Jewry

See N.E.J.S. 168a for description.

Mr. Goldhagen

CJS 168b. The Jews in the Communist World

See N.E.J.S. 168b for description.

Mr. Goldhagen

CJS 171. Modern Yiddish Literature (in Translation)

See N.E.J.S. 171 for description.

Mr. Landis

CJS 172b. Seminar in Selected Twentieth Century Yiddish Authors

Mr. Landis

CJS 204a and b. Jewish Education: The Curriculum of the Jewish

School—Topics and Problems

See N.E.J.S. 204a and b for description.

Mr. Lukinsky

CJS 215a. Demography and Human Ecology

An exploration of the theoretical bases involved in the demographic transition from pre-modern to modern conditions of fertility, mortality, and rate of population growth. Emphasis will be given to the actual demographic history of the component parts of the Western World and Japan, together with coverage of the population control programs in underdeveloped nations. The course will also provide an introduction into various techniques of demographic analysis, such as life tables, standardization systems, crude and age-specific rates, cohort fertility, and censuses.

Mr. Lazerwitz

CJS 236b. Anti-Semitism in the Nineteenth and Twentieth Centuries

Mr. Laqueur

CJS 23b. Philosophy of Education

Significant tendencies in educational thought. An analysis of classical and contemporary philosophical models of the educational process as related to problems of knowledge, value, human nature, and social theory. Reading and discussion of current social and educational criticism.

Mr. Reitzes

English and American Literature

Objectives

The graduate program in English and American literature is designed to offer training in the interpretation and evaluation of literary texts with some attention to the related scholarly disciplines, particularly history and linguistics. It also offers for candidates who have some ability in writing an opportunity to pursue this interest as a normal part of the graduate program.

Admission

Candidates for admission should have a Bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, German, Greek, or Latin. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Faculty

Professor J. V. CUNNINGHAM, *Chairman*: Renaissance literature. Creative writing.

Professor EDWARD ENGELBERG: Victorian literature. Modern literature.

Professor VICTOR HARRIS: Seventeenth century literature.

Professor MILTON HINDUS: American literature. Contemporary literature.

**Professor HOWARD NEMEROV: Contemporary literature. Creative writing.

Professor ROBERT O. PREYER: Victorian literature.

Professor PHILIP RAHV: American literature. Criticism.

Professor AILEEN WARD: Nineteenth century literature.

*Associate Professor ALLEN GROSSMAN: Contemporary literature. American literature.

*Associate Professor BENJAMIN B. HOOVER: Eighteenth century literature.

Associate Professor JOHN H. SMITH: Renaissance literature.

Associate Professor PETER SWIGGART: American literature.

*Assistant Professor SACVAN BERCOVITCH: American literature.

^o On Leave, 1968-69.

^{oo} On Leave, Fall Term, 1968-69.

Assistant Professor CHARLES R. BLYTH: Medieval literature.

Visiting Assistant Professor ARTHUR EDELSTEIN: American literature.

Assistant Professor S. JAY KEYSER: Linguistics. Medieval literature.

Assistant Professor KAREN W. KLEIN: Medieval literature.

*Assistant Professor ALAN LELCHUK: Victorian literature. Creative writing.

Assistant Professor ALAN LEVITAN: Renaissance literature.

Assistant Professor RICHARD ONORATO: Romantic literature.

Assistant Professor DAVID PERLMUTTER: Linguistics.

Assistant Professor SUSAN STAVES: Restoration literature.

DR. HARRISON HOBLITZELLE: Nineteenth century intellectual history.

DR. JOHN BURT WIGHT: Teacher training.

* On Leave, 1968-69.

Waltham Group Tutorial Program



Degree Requirements

Master of Arts

Program of Study. The program consists of seven half courses (four the first semester, three the second) and the Major Text Examination. The seven half courses include Introduction to Literary Study, at least two seminars, and one of the following: Old English, History and Structure of the English Language, Introduction to Linguistics. In addition to a course taken to meet this last requirement, one course in the 100 series listed in the Graduate Catalogue or one course in advanced writing may be taken for credit.

Residence Requirement. The minimum residence requirement is one year, though students with inadequate preparation may require more.

Language Requirements. Each student must have a reading knowledge of a major European language, ancient Greek, or Latin.

Major Text Examination. Early in the Spring Term the major text for the year is announced. The examination, given in March, has two parts: written and oral. Together with the text, in its literary and historical context, the student is expected to know the most pertinent criticism and scholarship.

Doctor of Philosophy

Program of Study. The program of study in the second year consists of four half courses. These normally include at least two seminars and may include one of the courses in the 100 series (or, if one has not been taken previously, an advanced writing course). In addition, the candidate will take one field examination each semester: 321, 322, 323, 324.

Admission to Candidacy. Students who complete, with distinction, the M.A. requirements at Brandeis University are admitted to the Ph.D. program. Those who enter with a Master's degree or a full year of graduate work in English from another university are admitted to candidacy, at the Department's discretion, after successful completion of a semester at Brandeis. At that time, up to a year's residence and course credit for work completed elsewhere may be granted.

Language Requirements. The student must have a reading knowledge of two foreign languages. Alternatively, he may offer a thorough competence in a simple language and some knowledge of its literature. See the list of languages above under M.A. requirements.

Residence Requirement. The minimum residence requirement is one year beyond the Master's degree or two years beyond the Bachelor's.

Field Examinations. The following fields of English and American literature should be adequately covered by course or examination: Old and Middle English, Renaissance exclusive of the drama, Renaissance drama, Restoration and Eighteenth Century, Nineteenth Century English, Nineteenth Century American, Twentieth Century English and American. Adequate course coverage of a field is normally considered to be two half courses of graduate work.

The student must pass four field examinations. Three of these are written. The fourth is an oral examination on the area of his dissertation, either a period or the history of a genre.

Examinations are given in September and during the regular examination periods, Fall and Spring Terms. Two of the four examinations are to be taken during the second year. Students who prepare themselves for the other two during the summers will have the full third year for work connected with the dissertation.

Public Lecture. Early in the third year the student will present publicly some aspect of his dissertation before the Graduate Colloquium.

Training in Teaching. Teaching assistants will enroll in English 311, the Seminar in Teaching. All students who do not hold teaching assistantships may be given the opportunity to serve as teaching apprentices in undergraduate courses.

Dissertation and Defense. The dissertation may be a monograph, a series of closely related essays, a bibliographical project, or a textual project. The student then submits a formal proposal to the Director of Graduate Studies who appoints a committee which may accept, modify, or reject the proposal. Generally, the adviser for the proposal, being the chairman of the committee, will direct the student during the writing of the dissertation. Finally, the candidate must submit his dissertation in a form approved by the whole committee and must defend it at a final oral examination.

Courses of Instruction

In addition to the following courses, graduate students in English and American Literature, with the permission of the chairman of the department, may take for credit any Comparative Literature courses in the 100 series. For description of such courses refer to the undergraduate catalog.

ENGLISH 121a. Old English

An introduction to Old English grammar, with special attention to the rapid attainment of skill in reading. Texts of prose and the shorter poems will be read in the first semester.

Mr. Blyth

- ENGLISH 121b. Beowulf *Mr. Keyser*
- *ENGLISH 122a. Medieval Lyric
- ENGLISH 140b. History of Criticism: Plato to Dryden *Mr. Cunningham*
- *ENGLISH 141a. Spenser's Major Poetry
- ENGLISH 142a. Elizabethan and Jacobean Drama
A survey of English drama from 1590 to 1640. *Mr. Smith*
- *ENGLISH 155b. Milton
- *ENGLISH 160a. The Literature of Transition: Classical to Romantic
- *ENGLISH 164a. Dryden
- ENGLISH 165a. Restoration Literature
The Restoration seen as a period of conflict between traditional and modern ideas in philosophy, politics, and aesthetics. Poetry and prose from 1660 to 1700 including Hobbes, Rochester, Bunyan, Prior, Etheridge and Locke with emphasis on the work of Dryden. *Miss Staves*
- *ENGLISH 165b. Restoration Drama
- ENGLISH 171b. Romantic Poetry *Mr. Onorato*
- *ENGLISH 174b. Blake and Yeats
- ENGLISH 177b. The Russian Novel: Tolstoy and Dostoevsky *Mr. Rahv*
- ENGLISH 178a. Studies in the Literature of Nineteenth Century Social Criticism
An inquiry into the Western writers and ideas that influenced Gandhi, the course deals with the intellectual backgrounds of certain contemporary problems (mechanization and human values, social involvement and withdrawal, peace and the "moral equivalent" of war) as seen in the selected writings—and in the lives—of Carlyle, Ruskin, Emerson, Thoreau, Tolstoy and Gandhi himself. *Mr. Hoblitzelle*
- ENGLISH 180a. Change and Continuity in Modern Literature
Readings in modern British and American literature, with some works drawn from representative European authors. *Mr. Rahv*
- ENGLISH 183a. Whitman and Dickinson
This course will consider the works of two major experimental writers studied against the background of nineteenth century poetry out of which they emerged. *Mr. Hindus*
- *ENGLISH 184a. The Beginnings of Modern Poetry
- ENGLISH 189b. Twentieth Century Criticism and Poetics *Mr. Nemerov*

* Not to be given in 1968–69.

ENGLISH 191a. Introduction to Linguistics

This course begins with a survey of the philosophical, psychological, and biological foundations of human language. It focuses on the outstanding questions which an adequate theory of language must answer and considers in some detail current attempts to answer them.

Mr. Keyser

ENGLISH 191b. Introduction to Linguistic Structure

The aim of this course is to awaken the student's awareness of how much a speaker of English knows about his language that he has not been explicitly taught, to show that this knowledge requires explanation, and to develop a theory of linguistic structure which can account for it. No knowledge of formal grammar or linguistics is assumed.

Mr. Perlmutter

***ENGLISH 192b. Theory and Prosody**

This course begins with an extended discussion of English and American metrical practice and attempts to construct a theory of prosody to account for the metrical systems encountered. It then goes beyond English to survey other metrical systems. Finally, it attempts to generalize from these systems to a universal theory of prosody.

ENGLISH 192b. History of the English Language

This course begins with an introduction into the sound system of modern English. It then looks at the sound systems of earlier stages of the language and examines the ways in which earlier stages changed into later stages. Finally, it attempts to generalize from these instances to a theory of linguistic change.

Mr. Keyser

ENGLISH 193a. Advanced Problems in Phonology

A seminar in phonology in the light of universal grammar.

Prerequisite: Consent of the instructor.

Mr. Keyser

ENGLISH 196a. Universal Grammar I

A study of the universals of human language, which both make possible and limit linguistic differences among languages. The course attempts to develop a theory of linguistic structure which can account for the syntactic phenomena found in human languages. Data will be drawn primarily from English.

Mr. Perlmutter

ENGLISH 196b. Universal Grammar II

Continuation of English 196a, with additional data drawn from languages other than English as the ability to handle such data is developed.

Mr. Perlmutter

ENGLISH 197a. Problems in Syntax

A seminar in syntactic theory in the light of universal grammar.

Prerequisite: Consent of the instructor.

Mr. Perlmutter

ENGLISH 189b. Twentieth Century Criticism and Poetics

Mr. Swiggart

• Not to be given in 1968-69.

Pro-Seminars

- ENGLISH 202a. Pro-Seminar in Medieval Literature: Romance and Allegory *Mrs. Klein*
- ENGLISH 202b. Pro-Seminar in Medieval Literature: The Canterbury Tales *Mr. Blyth*
- *ENGLISH 204a. Pro-Seminar in Elizabethan Drama
- ENGLISH 204b. Pro-Seminar in Renaissance Poetry: Donne and Jonson *Mr. Smith*
- ENGLISH 205b. Pro-Seminar in the Seventeenth Century: Prose Writers from Lyly to Browne *Mr. Harris*
- *ENGLISH 206a. Pro-Seminar in Eighteenth Century Poetry
- ENGLISH 207a. Pro-Seminar in Victorian Poetry *Mr. Preyer*
- *ENGLISH 207b. Pro-Seminar in the Nineteenth Century: Romantic Poetry and Criticism
A survey of the poetry and criticism of the period, focused on the major poets.
- ENGLISH 208b. Pro-Seminar in Nineteenth Century American Literature *Mr. Swiggart*
- *ENGLISH 209b. Pro-Seminar in Twentieth Century Poetry

Seminars

- *ENGLISH 212a. Seminar in Medieval Literature
- ENGLISH 213a. Seminar in Shakespeare *Mr. Levitan*
- *ENGLISH 213b. Seminar in Renaissance Drama: Marlow and Chapman
- *ENGLISH 214b. Seminar in Conventions
A study of composition and conventions in works ranging from *The Tempest* to Mann's *Dr. Faustus*.
- ENGLISH 215a. Seminar in Seventeenth Century Literature: The Allegorical Tradition from Spenser to Bunyan *Mr. Harris*
- ENGLISH 216a. Seminar in the Eighteenth Century: William Blake
The work of Blake against the background of the Enlightenment and earlier traditions. *Miss Ward*
- *ENGLISH 216b. Seminar in the Eighteenth Century: Satire
- ENGLISH 217a. Seminar in Romantic Poetry *Mr. Onorato*
- ENGLISH 217b. Seminar in Victorian Prose: Humor, Wit, Satire and Phantasy
Peacock, Lewis Carroll, Dickens, Thackeray, Meredith, MacDonald, Butler. *Mr. Preyer*

* Not to be given in 1968-69.

- ENGLISH 218b. Seminar in the Nineteenth Century: Crosscurrents
1850–1920
Arnold, Pater, James, Yeats, and some minor figures. *Mr. Engelberg*
- *ENGLISH 219a. Seminar in Twentieth Century American Literature:
Elements of Modernity in the American Novel
- ENGLISH 219b. Seminar in Twentieth Century American Literature:
The 1920's *Mr. Rahv*
- *ENGLISH 220a. Seminar in Twentieth Century English Poetry
- ENGLISH 220b. Seminar in Style and Prosody *Mr. Cunningham*
- *ENGLISH 223a. Seminar in Twentieth Century American Literature:
Dickinson, Robinson, and Stevens
- *ENGLISH 225a. Seminar in Early American Literature
- ENGLISH 295b. Studies in a Major Text *Miss Ward*
- ENGLISH 301a and b. The English Seminar
Each student will deliver a public lecture.
Required of third year candidates for the doctoral degree. *Mr. Blyth and Mrs. Klein*
- ENGLISH 311. Seminar in Teaching
For Teaching Assistants in English. *Non-credit.* *Mr. Wight*
- ENGLISH 321a and b. Medieval Literature
Special fields. *Mrs. Klein and Mr. Blyth*
- ENGLISH 322a and b. Renaissance Literature
Special fields. *Mr. Levitan*
- ENGLISH 323a and b. Eighteenth and Nineteenth Century English
Literature
Special fields. *Miss Staves*
- ENGLISH 324a and b. Nineteenth Century American and Twentieth
Century English and American Literature
Special fields. *Mr. Onorato*
- ENGLISH 400–410a and b. Dissertation Research
- | | |
|----------------------------|--------------------------|
| 400. <i>Mr. Cunningham</i> | 406. <i>Mr. Preyer</i> |
| 401. <i>Mr. Grossman</i> | 407. <i>Mr. Rahv</i> |
| 402. <i>Mr. Harris</i> | 408. <i>Mr. Smith</i> |
| 403. <i>Mr. Hindus</i> | 409. <i>Mr. Swiggart</i> |
| 404. <i>Mr. Hoover</i> | 410. <i>Miss Ward</i> |
| 405. <i>Mr. Nemerov</i> | |
- ENGLISH COMPOSITION 102a and b. Directed Writing: Poetry
Mr. Nemerov

• Not to be given in 1968–69.

History of American Civilization

Objectives

The graduate program in the History of American Civilization, leading to the degree of Doctor of Philosophy in History, has been designed to educate professional scholars and teachers of American history. The curriculum emphasizes both a comprehensive understanding of American history and the mastery of historical research and writing. For a comparative view of the American experience, students will undertake selective studies in modern European history. A related field of study will be defined, according to individual background and interest, in one of the following ways:

1. training in one of the disciplines of the social sciences or humanities—politics, or literature, for example—to provide perspectives and methods that can illuminate historical problems;
2. a thematic field in American history, involving a distinctive subject-matter and discipline: American social history, for example, or American legal and constitutional history;
3. a comparative topic in American and European history, involving a distinctive subject-matter and discipline: 20th century British and American literature, for example, or 19th century emigration/immigration.

A small, select student body will work in close cooperation with the faculty. From the beginning, individual programs of study will be developed to prepare students for their oral qualifying examinations and to guide them toward their dissertation research. Normally, the first year's work is concentrated in American history, including substantial experience in directed research. Second year students are encouraged to choose readings courses and independent study, under faculty guidance, to complete their preparation in American history. Studies in the other fields will be arranged individually, either through standard courses or directed readings. Applicants should note with care the four parts of the examination, specified under *Degree Requirements*, in which all students are expected to demonstrate proficiency.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history, politics, or literature. Above all, the admissions committee must be satisfied that the applicant's interests in American history are serious and that his aspirations are professional.

Faculty

Executive Committee: Professor MARVIN MEYERS, *Chairman*; Assistant Professor JEROLD S. AUERBACH, *Secretary*; Professors MORTON KELLER, LEONARD W. LEVY, JOHN P. ROCHE; Associate Professors STEPHAN THERNSTROM, DAVID H. FISCHER; Assistant Professor JOHN P. DEMOS.

Staff:

Professor MORTON KELLER: Modern America. Political institutions.

*** Professor MAX LERNER: Social theory. Contemporary history.

Professor LEONARD W. LEVY: Legal and constitutional history. The South. Colonial and early national period.

*** Professor MARVIN MEYERS: Political and social thought. Jacksonian era. The early republic.

Professor JOHN P. ROCHE: Political theory. Constitutional history. Contemporary history.

*** Associate Professor DAVID HACKETT FISCHER: The early republic. Political institutions. History of education.

Associate Professor STEPHAN THERNSTROM: Social and quantitative history. Urban development. Modern America.

Assistant Professor JEROLD S. AUERBACH: Twentieth century. Labor and legal history. Civil liberties.

Assistant Professor JOHN P. DEMOS: Colonial period. Historical demography. History of the family.

Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. Applications from persons seeking a terminal M.A. degree are not welcome. However, the M.A. degree in History may be awarded (1) to those who have successfully completed the preliminary bibliographical examination and the qualifying examination and are formally admitted to candidacy for the doctorate by the Graduate School Council, or (2) to those who have passed the preliminary bibliographical examination, who have not passed the qualifying

*** On Leave, Spring Term, 1968-69.

examination at the doctoral level but who, in the opinion of the committee of examiners and of the Executive Committee, have met the standard for a terminal M.A. degree. Requirements for the M.A. degree: satisfactory completion of forty-eight course credits, (including not more than twenty-four transfer credits), the qualifying examination, and demonstration of a high level of proficiency in one relevant foreign language.

Doctor of Philosophy

Program of Study. Doctoral candidates must complete two years in residence at Brandeis, and a minimum of forty-eight course credits. Programs of study and concentration will be formulated for each student, subject to the approval of the Executive Committee. Incoming students normally will be expected to take History 200a and two six-credit courses of Research in American History in their first year of residence, one each semester. The Committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for work done elsewhere. Application for such credit shall be considered only after a student has completed one semester's residence in a full-time program.

Language requirement. A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. A student who has not passed his foreign language examination by the end of his first year is not eligible for financial aid from the University for the second year. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement. Special review classes will be available.

Preliminary Bibliographical Examination: All students must pass a preliminary bibliographical examination on a selected list of works in American history, to be taken no later than the first semester of their second year.

Qualifying Examination. Each doctoral candidate must be prepared for an oral examination in the following fields: (1) general American history; (2) a period of specialization in American History; (3) an area of modern European history; (4) a related field of study, involving one of the disciplines in the social sciences or the humanities. (Note the three alternative approaches specified under Objectives.) The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present. Proposed European and related fields must be approved by the Executive Committee. Students entering the program without previous graduate training in American history are expected to take the Qualifying Examination no later than the end of their fifth semester of residence and

must pass the examination by the end of the sixth semester. Students who have earned an M.A. in history elsewhere or who have one year of transfer credit for work taken elsewhere are expected to take and pass the Qualifying Examination by the end of their second year in the program.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree upon satisfactory completion of the following: course and residence requirements, demonstration of a high level of proficiency in one foreign language, a preliminary bibliographical examination, and a general qualifying examination.

Dissertation and Defense. The candidate will be required to prepare a prospectus for his dissertation to be submitted for approval to the Committee. When the dissertation is accepted by the committee, a final oral examination will be scheduled at which the candidate must successfully defend his dissertation before the Committee and other members of the faculty who may participate. After a candidate has successfully defended his dissertation, he will give a public lecture.

Courses of Instruction

HISTORY 150a. American Colonial History

Major trends in the social, intellectual and political life of the American colonies, up to about 1750. *Mr. Demos*

HISTORY 151a. The Founding of the American Republic, 1776–1800

An examination of the process of creating new American regimes, state and national, during and after the Revolution. Ideas, movements, and the institutions will be considered. *Mr. Meyers*

HISTORY 152a. Federalists and Jeffersonians

Politics and society in the United States, *circa* 1795–1830. *Mr. Fischer*

*HISTORY 152b. Jacksonian Democracy

An examination of the interpretations of democratic society and politics in the Jacksonian era, from Tocqueville to the present.

*HISTORY 154a. Modern America

The United States since 1914, with emphasis on intellectual and social trends and foreign relations.

Prerequisite: History 51b, History 164b, or permission of the instructor.

HISTORY 154bR. The United States between the World Wars (Pro-Seminar)

A comparative analysis of selected aspects of American society during the 20's and 30's. *Mr. Auerbach*

* Not to be given in 1968–69.

HISTORY 155a. Civil Liberties in America

Examination of the historical development of individual liberties with emphases on the role of government and the relationship between civil liberties and political and social movements.

Mr. Auerbach

HISTORY 156a. The Anti-Slavery Movement (Pro-Seminar)

Readings and research on Abolitionism, with special reference to the problem of fugitive slaves.

Mr. Levy

HISTORY 156b. A History of Black America

A historical survey of major themes and trends in the experience of black people in the United States.

Mr. Demos



***HISTORY 158b.** Social History of the American Legal Profession
(Pro-Seminar)

The legal profession since the American Revolution, emphasizing concepts of professionalization, the interaction between law and society, and the involvement of lawyers in American public life.

***HISTORY 160b.** American Education

Within the limits of American history, education is broadly conceived as the transmission of culture from Europe to the new world and from an agrarian colonial society to urban, industrial America. Emphasis is placed upon the family as an educational institution.

***HISTORY 163b.** American Intellectual History, 1800–1865

The history of ideas in America from the seventeenth century to 1865. The course traces the evolution of major traditions through the writings of significant figures and in relationship to significant historical events.

HISTORY 164a. Politics and American Society to 1870

This course treats public life in America—politics, government, law—as a social institution comparable to the church, the family or the corporation. It examines this institution first as part of the formation of a distinctive American life in the colonial and early national periods, culminating in the great trials of the 1860s; then as one of the primary social devices by which Americans have confronted the forces of industrialization, urbanization, immigration and cultural change.

Mr. Keller

HISTORY 164b. History of American Political Institutions since 1865

A continuation of History 164a.

Mr. Keller

HISTORY 165b. The Social History of Modern America (Pro-Seminar)

An analysis of the transformation of American life wrought by urbanization and industrialization. Discussion of key texts, including fiction. *Mr. Thernstrom*

HISTORY 166a. History of American Constitutional Law and Theory

The history of the Constitution and its interpretation by the Supreme Court against the background of political and economic change from the foundation of the Republic to the Civil War. Origins and development of American constitutional thought and institutions, with stress on problems of judicial review and the role of the judiciary in defining the powers and limitations of government. *Mr. Levy*

HISTORY 166b. History of American Constitutional Law and Theory

The development of American constitutional law and theory since the Civil War with the emphasis on the adaptation of the Constitution to the changing needs of American society. *Mr. Levy*

HISTORY 167b. Topics in the History of American Family Life
(Pro-Seminar)

An exploration of certain basic themes and problems in the historical study of the family. To be conducted as a conference course, with occasional short reports from each of the participants. *Mr. Demos*

^o Not to be given in 1968–69.

HISTORY 168b. American Liberalism in the Twentieth Century
(Pro-Seminar)

Intensive examination of selected texts chosen to illuminate American liberal thought in this century. *Mr. Auerbach*

AMERICAN CIVILIZATION 200a. Pro-Seminar: An Introduction to the History of American Civilization *Staff*

HISTORY 201–209. Research in American History

201b. <i>Mr. Auerbach</i>	207a. <i>Mr. Meyers</i>
203a. <i>Mr. Demos</i>	208b. <i>Mr. Thernstrom</i>
204a. <i>Messrs. Fischer and Levy</i>	209b. <i>Mr. Roche</i>
205b. <i>Mr. Keller</i>	

HISTORY 215a. Selected American Social Theorists: Studies in the History of American Political and Social Theory (Seminar)

The seminar will focus on Madison and Hamilton (for the *Federalist Papers*), Jefferson, Marshall, Tocqueville, Veblen, Holmes, Brandeis, and the Warren Court. The aim will be to relate the development of American political, legal and social theory to the changes in the American civilization pattern. *Mr. Lerner*

HISTORY 301–309. Readings in the History of American Civilization

301. <i>Mr. Auerbach</i>	306. <i>Mr. Levy</i>
302. <i>Mr. Black</i>	307. <i>Mr. Meyers</i>
303. <i>Mr. Demos</i>	308. <i>Mr. Thernstrom</i>
304. <i>Mr. Fischer</i>	309. <i>Mr. Roche</i>
305. <i>Mr. Keller</i>	

Readings courses may be taken by the semester or the year.

HISTORY 401–409. Dissertation Research

401. <i>Mr. Auerbach</i>	406. <i>Mr. Levy</i>
403. <i>Mr. Demos</i>	407. <i>Mr. Meyers</i>
404. <i>Mr. Fischer</i>	408. <i>Mr. Thernstrom</i>
405. <i>Mr. Keller</i>	409. <i>Mr. Roche</i>

Faculty and courses available to History of American Civilization students in modern European history, and in related disciplines, are listed by departments in the Graduate School and College catalogs. Courses and directed readings in these areas may be taken by permission of the instructor and of the Executive Committee. A select list of the faculty whose courses are relevant to this program include: Messrs. Barraclough, Binion, Black, Cantor, Shatz, Soliday and Vangar (Comparative History, History); Messrs. *Bercovitch, Rahv and Swiggart (English and American Literature); Messrs. Berliner, Evans, Lefeber and Rosenthal (Economics); Mr. Bernstein (Fine Arts); Messrs. ***Laqueur and Lubasz (History of Ideas); Messrs. *Aiken, ***Toulmin and ***Weisberg (Philosophy); Messrs. Fuchs, ***Lerner, Macridis, *Waltz and Woll (Politics); Messrs. Fellman, Kecskemeti, Sobel and Stein (Sociology); Mr. Clay (Theater Arts).

* On Leave, 1968–69.

** On Leave, Spring Term, 1968–69.



History of Ideas

Objectives

The program in the History of Ideas leads to the degree of Doctor of Philosophy in the History of Ideas. It is designed to give students a broad understanding of the historical development of ideas in several fields of thought, together with thorough training in the history of one of those fields. In practical terms, it prepares students, variously, for teaching and research in intellectual history and the history of science, and for historically-oriented teaching and research in philosophy and social science.

The program treats past thought systematically as well as historically, and is essentially interdisciplinary in character. The endeavor throughout is to examine the genesis of intellectual positions within a complex socio-historical matrix, the interrelation between theoretical and practical activities, and the role of ideas in human affairs.

A student trained in the program is expected to acquire a good general grasp of the theoretical and methodological problems involved in the comparative historical study of ideas, and of the general and intellectual history of a given period (ancient, medieval, renaissance and reformation, modern, or contemporary). He is expected also to attain special competence in dealing systematically as well as historically with any one field of thought (philosophical, scientific, social) within the period of chronological concentration, and with the classic texts of that field as a whole. Finally, he is expected to acquire a competent knowledge of some branch of an external subject related to his special interests (for example, in philosophy: epistemology, philosophy of science, or social and political philosophy; in history: a period of national history or a category of comparative history; in sociology: political sociology, sociology of literature, or social psychology).

Admission

In addition to the general requirements for admission to the Graduate School specified in an earlier section of this catalog, applicants who propose to specialize in the History of Philosophical Thought should normally present an undergraduate major in philosophy, together with evidence of adequate preparation in history or one of the social sciences; applicants who propose to specialize in the History of Scientific Thought should normally present either an undergraduate major in a natural science, together with evidence of adequate previous experience in history and philosophy or an undergraduate major in history or philosophy, together with evidence of adequate previous experience in a natural science; applicants who propose to specialize in the History of Social Thought should normally present an undergraduate major in history, philosophy, or one of the social sciences.

Applicants must be prepared to pass an examination in Latin, French or German at the beginning of their first year of residence, and to pass an examination in one of the other two languages at the beginning of their second year of residence.

Applications must include a sample of the student's written work.

Faculty

Associate Professor HEINZ M. LUBASZ, *Chairman*; Professors HENRY D. AIKEN*, PETER DIAMANDOPOULOS, WALTER LAQUEUR***, STEPHEN E. TOULMIN***; Visiting Professors ALEXANDER C. MACINTYRE, *University of Essex*, (Spring Term), RICHARD H. POPKIN, *University of California, San Diego*, (Fall Term); Assistant Professor GERALD N. IZENBERG.

The following departments are associated with the History of Ideas program: Classics, Economics, English and American Literature, European Languages and Comparative Literature, History, Near Eastern and Judaic Studies, Philosophy, Politics and Sociology.

Degree Requirements

Master of Arts

In principle, only applicants for the Ph.D. program are accepted. There is no M.A. program as such. However, the M.A. degree will be awarded upon completion of the following requirements:

* On Leave, 1968-69.

** On Leave, Spring Term, 1968-69.

1. One year of residence as a full-time student.
2. Successful completion of a prescribed course of study.
3. Demonstration of proficiency in Latin, French or German.
4. Submission, by May 1, of an acceptable, substantial, scholarly paper written during the course of the year.

Doctor of Philosophy

The requirements for the Ph.D. degree are as follows:

1. Two years of residence as a full-time student.
2. Successful completion of a prescribed course of study.
3. Demonstration of proficiency in two of the following languages: Latin, French, German; and in any additional language needed for advanced work in the student's area of specialization.
4. Submission, by May 1 of the student's first year of residence, of an acceptable, substantial, scholarly paper written during the course of the year.
5. Passing the Qualifying Examinations with distinction.
6. Admission to candidacy.
7. Submission of a doctoral dissertation approved by the department.
8. Successful defense of the dissertation.

Program of Study. Each student will plan his program of study in consultation with his adviser.

The program of study is to include the required minimum number of courses in each of the following rubrics:

I. Theory and Method

History of Ideas 200c in the first year; one additional half-course or seminar; one tutorial.

II. General and Intellectual History

Two half-courses in the period in which the student is concentrating (History of Ideas 110, 120, 130, 140 or 150).

III. Fields of Thought

1. History of Philosophical Thought

2. History of Scientific Thought

3. History of Social (i.e., Social, Political and Economic) Thought

Four half-courses in the student's field of specialization, including at least one seminar.

Two half-courses, in one or both of the fields in which the student is not specializing; or one such course plus a course in a special phase of intellectual history (e.g., the French Enlightenment, the Age of Romanticism); or two courses in special phases of intellectual history.

IV. External Subject

Two half-courses in any *one* discipline related to the student's special interests.

At the discretion of the student's adviser, one or two (but not more) of the courses required in any one year may take the form of individual reading or research.

Language Requirements. A proficient reading knowledge of two of the following languages is required: Latin, French, German. In order to be admitted to candidacy for the Ph.D. degree, a student whose further work requires the use of an additional language must first demonstrate proficiency in that language. Students are expected to pass the examination in at least one of the two required languages in their first year of residence, the other in the second year. Language examinations are given early in the fall term, re-examinations in the spring term. No student who fails to pass at least one language examination in his first year will be allowed to proceed to a second year of study until the deficiency has been remedied; no student who fails to pass the examination in the second language will be admitted to candidacy until the deficiency has been remedied.

Qualifying Examinations. The Qualifying Examinations are to be taken toward the end of the second or at the beginning of the third year of graduate study, and in no case later than the end of the third year. They consist of four three-hour written papers, and an oral examination lasting about one and one-half hours. The oral examination will cover topics from the first three papers.

The format of the written examination is as follows:

1. The General and Intellectual History of a Period.

Ancient: c. 800 B.C. to c. 400 A.D.

Medieval: c. 300 B.C. to c. 1500 A.D.

Renaissance and Reformation: c. 1250 to c. 1700

Modern: c. 1650 to c. 1890, with some attention to the period 1890 to 1960

Contemporary: c. 1789 to 1960, with particular attention to the period 1890 to 1960.

2. The History of a Field of Thought within that Period.

3. The General History of that Field, with emphasis on the classics thereof.

4. An External Subject.

The requirement in the External Subject may be met by completing with distinction two courses in that subject.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he has completed the requirements as to residence, study, language proficiency, paper, qualifying examinations, and when the subject of his dissertation has been approved by the department. Such approval depends, in part, upon the student's passing with distinction, an oral examination in the general area of his proposed topic.

Dissertation and Final Oral Examination. Once a student has been admitted to candidacy for the Ph.D. degree, the department chairman will appoint a dissertation adviser and a dissertation committee. The dissertation will be written under the supervision of the adviser. It will be read by the committee, and by such external readers as the committee may wish to consult. When the dissertation has been accepted, the candidate will defend it in a final oral examination.

Courses of Instruction

Group I. Theory and Method

HISTORY OF IDEAS 200c. Introduction to the History of Ideas

Exploration of various approaches to the history of ideas, and of the underlying theoretical problems.

Required of all first-year students.

Messrs. Lubasz and Izenberg

HISTORY OF IDEAS 103a. Conceptual Change

See Philosophy 124a.

Mr. Toulmin

HISTORY OF IDEAS 104b. Sociology of Knowledge

See Sociology 110b.

Mr. Wolff

*HISTORY OF IDEAS 105b. Philosophy of History

See Philosophy 152b.

HISTORY OF IDEAS 106a. History of Historical Literature

See History 190a.

Mr. Berkowitz

HISTORY OF IDEAS 106b. Sociology of Literature

See Sociology 106b.

Mr. Stein

*HISTORY OF IDEAS 203a. The Idea of Historical Development

See Philosophy 226a.

HISTORY OF IDEAS 204a. Sociology and History

See Sociology 204a.

Mr. Wolff

HISTORY OF IDEAS 205b. Claims to Knowledge

See Sociology 221b.

Mr. Fisher

* Not to be given in 1968-69.

HISTORY OF IDEAS 206a. Some Pre-Theoretical Problems of Sociology
See Sociology 228a. *Mr. Wolff*

HISTORY OF IDEAS 206b. Techniques of Historical Research
Mr. Berkowitz

HISTORY OF IDEAS 209a and b. Tutorial: Explication and Interpretation
of Text

209a-1	Spinoza, <i>Ethics</i>	<i>Mr. Popkin</i>
209a-2	Heidegger, <i>Being and Time</i>	<i>Mr. Izenberg</i>
209a-3	Aristotle, <i>Politics</i>	<i>Mr. Stewart</i>
209b-1	Hegel, <i>Phenomenology of Mind</i>	<i>Mr. MacIntyre</i>
209b-2	Marx, <i>Economic and Philosophical Manuscripts</i>	<i>Mr. Lubasz</i>

Group II. Intellectual History

HISTORY OF IDEAS 110a. History of Greece
See Classics 111a. *Mr. Littman*

HISTORY OF IDEAS 110b. History of Rome
See Classics 112b. *Mr. Littman*

HISTORY OF IDEAS 117a. The Book of Job and the Problem of Evil
See N.E.J.S. 117a. *Mr. Glatzer*

HISTORY OF IDEAS 120a. The Civilization of the Early Middle Ages
See History 123a. *Mr. Cantor*

HISTORY OF IDEAS 120b. The Civilization of the High and Late Middle
Ages
See History 123b. *Mr. Cantor*

HISTORY OF IDEAS 130aR. The Italian Renaissance
See History 125aR. *Mr. Berner*

HISTORY OF IDEAS 130a. The Reformation in Sixteenth Century Europe
See History 128a. *Mr. Berkowitz*

HISTORY OF IDEAS 140a. Intellectual History of Modern Europe,
1650–1789
A survey of dominant thinkers and currents of thought, with particular attention
to the development of social, political and economic ideas. *Mr. Lubasz*

HISTORY OF IDEAS 140b. Intellectual History of Modern Europe,
1789–1890
A survey of dominant thinkers and currents of thought, with particular attention
to the development of social, political and economic ideas. *Mr. Lubasz*

HISTORY OF IDEAS 143b. The French Enlightenment
See French 127b.
Prerequisite: Ability to read, and to understand spoken French. *Mr. Gendzier*

- HISTORY OF IDEAS 146a and b. The Age of Romanticism
 See History 138a and b. *Mr. Binion*
- HISTORY OF IDEAS 147a. The Development of the Russian Intelligentsia
 See History 147a. *Mr. Shatz*
- HISTORY OF IDEAS 148a. Modern Jewish Intellectual History to 1870
 See N.E.J.S. 166a. *Mr. Halpern*
- HISTORY OF IDEAS 150a. Intellectual History of Contemporary Europe, 1890–1930
 A survey of dominant thinkers and currents of thought, with particular emphasis on the disintegration of the rationalist tradition in philosophy, psychology, social thought, in literature and the arts. *Mr. Izenberg*
- HISTORY OF IDEAS 150b. Intellectual History of Contemporary Europe, 1930–1960
 A survey of dominant thinkers and currents of thought, with particular emphasis on attempts to resolve the crisis in the rationalist tradition, in philosophy, psychology, social thought, in literature and the arts. *Mr. Izenberg*
- HISTORY OF IDEAS 153aR. European Thought and Culture, 1890–1914
 See History 137aR. *Mr. Binion*
- HISTORY OF IDEAS 158b. Modern Jewish Intellectual History since 1870
 See N.E.J.S. 166b. *Mr. Halpern*
- HISTORY OF IDEAS 230b. Research Seminar: The Reformation
 See History 232b. *Mr. Berkowitz*
- HISTORY OF IDEAS 238a. Moses Mendelssohn and Beginnings of Modern Jewry
 See N.E.J.S. 280a. *Mr. Altmann*

Group III. History of Fields of Thought

History of Philosophical Thought

- *HISTORY OF IDEAS 161a. Pre-Socratic Philosophy
 See Philosophy 104a.

- HISTORY OF IDEAS 162a. Plato
 See Philosophy 105a. *Mr. Sommers*

- *HISTORY OF IDEAS 162b. Aristotle
 See Philosophy 105b.

- HISTORY OF IDEAS 163b. Medieval Philosophy
 See Philosophy 107b. *Mr. Altmann*

* Not to be given in 1968–69.

HISTORY OF IDEAS 164a. History of Skepticism: Renaissance to Enlightenment

A survey of the development of skepticism from the Renaissance to the Enlightenment, dealing with such thinkers as Montaigne, Sanches, Gassendi, Descartes and Bayle, with the way in which major philosophers of the period reacted to the revival of skepticism.

Mr. Popkin

HISTORY OF IDEAS 164b. History of Modern Language Theory

An examination of the development of theories of the origin, nature and function of language, from the French Cartesians to the formative period of nineteenth century linguistics. Special attention will be given to the relation of concepts of language to concepts of human nature.

Mr. VierTEL

***HISTORY OF IDEAS 165a.** Continental Rationalism

See Philosophy 143a.

***HISTORY OF IDEAS 165b.** British Empiricism

See Philosophy 143b.

***HISTORY OF IDEAS 167a.** Kant

See Philosophy 167a.

***HISTORY OF IDEAS 167b.** Hegel

See Philosophy 167b.

HISTORY OF IDEAS 168a. Nineteenth Century Philosophy

See Philosophy 132a.

Mr. Child

***HISTORY OF IDEAS 168b.** Late Nineteenth and Early Twentieth Century Philosophy

See Philosophy 132b.

HISTORY OF IDEAS 265b. Seminar in Rationalism

See Philosophy 203b.

Mr. Diamandopoulos

HISTORY OF IDEAS 266a. Seminar on Hume

A detailed and intensive study of Hume's skepticism, based principally on a close examination of the first book of the *Treatise* and on the *Dialogues*, with some consideration of his other writings.

Mr. Popkin

HISTORY OF IDEAS 268b. Seminar on Nietzsche

An examination of Nietzsche's principal works.

Prerequisite: A reading knowledge of German.

Mr. Izenberg

History of Scientific Thought***HISTORY OF IDEAS 170a.** History of Scientific Thought to the Renaissance***HISTORY OF IDEAS 170b.** History of Scientific Thought since the Renaissance

• Not to be given in 1968-69.

*HISTORY OF IDEAS 171a. Greek Views of Nature: from the Presocratics through Plato

*HISTORY OF IDEAS 171b. Greek Views of Nature: from Aristotle through Neoplatonism

*HISTORY OF IDEAS 174a. The Scientific Revolution

HISTORY OF IDEAS 175a. Science and Imagination in the Seventeenth Century

See English 105a.

Mr. Harris

*HISTORY OF IDEAS 176b. Philosophy and the Idea of Nature

See Philosophy 118b.

HISTORY OF IDEAS 179a. Sociology of Science

See Sociology 154a.

Mr. Fisher

*HISTORY OF IDEAS 270b. Seminar in the History of Scientific Thought

History of Social Thought

HISTORY OF IDEAS 180a. Ancient and Medieval Political Theory

See Politics 195a.

HISTORY OF IDEAS 181b. Topics in Modern Political Theory

See Politics 196bR.

Mr. Kramnick

HISTORY OF IDEAS 182b. Greek Political Thought: Homer to Plato

See Classics 107b.

Mr. Stewart

HISTORY OF IDEAS 183b. Classical Sociological Theory

See Sociology 200b.

Mr. Kecskeemeti

HISTORY OF IDEAS 184b. History of Economic Analysis

See Economics 68b.

Mr. Larner

HISTORY OF IDEAS 185b. The Emergence of Secular Morality

An examination of moral theories of the seventeenth, eighteenth and nineteenth centuries, in relation to the moral practice of European society, and more especially to the changes in religious belief. Among the authors to whom special attention will be paid are Kant and Kierkegaard.

Mr. MacIntyre

HISTORY OF IDEAS 186b. The Concept of Ideology

A study of the history of the concept of ideology, centering on the transformation of Marxism from a critique of European society in the 1840's into the ideology of the established order of Soviet society.

Mr. MacIntyre

HISTORY OF IDEAS 187b. Russian Social and Political Thought

See History 147b.

Mr. Shatz

• Not to be given in 1968-69.

HISTORY OF IDEAS 188b. Studies in the Literature of Nineteenth
Century Social Criticism

See English 178b.

Mr. Hoblitzelle

HISTORY OF IDEAS 189aR. Culture and Politics in Contemporary
Europe, 1930–1960

An examination of significant trends in the cultural life of Britain, France, Italy, Germany and Eastern Europe, with emphasis on the relation of culture and politics (the culture of fascism, communism and the intellectuals, main issues in post-war literature).

Mr. Laqueur

*HISTORY OF IDEAS 189b. Advanced Industrial Society and Its Critics

*HISTORY OF IDEAS 285a. Studies in the History of Liberalism

HISTORY OF IDEAS 285bR. Studies in the History of Socialism

Topic for 1968–69 will be the social and intellectual origins of Marx's thought.

Mr. Lubasz

HISTORY OF IDEAS 288a. The Concepts of Man and Motivation in
Psychoanalysis

A study of the origins and development of Freud's basic theories on individual and social psychology, through an examination of the major texts (in English translation).

Mr. Izenberg

HISTORY OF IDEAS 289b. Social and Political Thought in Germany
since 1918

Historical survey of contemporary Germany, with emphasis on the ideological aspects of German politics, and on the interplay of political doctrine and social development.

Mr. Laqueur

HISTORY OF IDEAS 300a and b. Readings in the History of Ideas *Staff*

HISTORY OF IDEAS 400–408. Dissertation Research

Independent research for the Ph.D. degree.

- | | |
|---------------------------|--------------------------|
| 400. <i>Mr. Aiken</i> | 405. <i>Mr. Littman</i> |
| 401. <i>Mr. Altmann</i> | 406. <i>Mr. Lubasz</i> |
| 402. <i>Mr. Berkowitz</i> | 407. <i>Mr. Toulmin</i> |
| 403. <i>Mr. Cantor</i> | 408. <i>Mr. Weisberg</i> |
| 404. <i>Mr. Izenberg</i> | |

History of Ideas Colloquium

The History of Ideas Colloquium meets monthly to hear and discuss papers and reports presented by members of the faculty and visitors.

Attendance is required of all students.

* Not to be given in 1968–69.



Shapiro Gymnasium

Mathematics Objectives

The graduate program in mathematics is designed primarily to lead to the Doctor of Philosophy degree. The formal course work is devoted to giving the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from greater Boston often participate. In addition, the Brandeis-Harvard-M.I.T. Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

Admission

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The department has available a variety of fellowships and scholarships for well qualified students. To be considered for such financial support the student should submit application by February 1, 1969.

Faculty

Professor HUGO ROSSI, *Chairman*: Functional Analysis, Complex Geometry, Several Complex Variables.

Professor MAURICE AUSLANDER: Commutative and Homological Algebra.

Professor EDGAR H. BROWN, JR.: Algebraic Topology and Differential Topology.

*Professor DAVID A. BUCHSBAUM: Algebra and Homological Algebra.

Professor HAROLD LEVINE: Differential Topology and Singularities of Differential Maps.

Professor TERUHISA MATSUSAKA: Algebraic Geometry.

*Professor RICHARD S. PALAIS: Differential Topology and Global Analysis.

Professor ROBERT T. SEELEY: Singular Integrals, Partial Differential Equations.

Associate Professor JEROME LEVINE: Differential Topology, Knot Theory.

Associate Professor ALAN MAYER: Algebraic Geometry.

Assistant Professor ALDRIDGE BOUSFIELD, *Graduate Student Adviser*: Topology.

Assistant Professor WILLIAM FULTON: Algebraic Geometry.

Assistant Professor DAVID LIEBERMAN: Algebraic Geometry.

***Assistant Professor PAUL MONSKY: Algebraic Geometry.

***Assistant Professor MICHAEL SHUB: Differentiable Dynamical Systems.

Assistant Professor MICHAEL SPIVAK: Topology.

Visiting Assistant Professor WILFRIED SCHMID: Analysis.

DR. TUMAR BURAK, Instructor and Research Associate: Analysis.

DR. RALPH REID, Instructor and Research Associate: Topology.

DR. CHRISTIAN PESKINE, Lecturer and Research Associate: Algebra.

DR. DAVID SCHAEFFER, Lecturer and Research Associate: Analysis.

DR. LUCIEN SZPIRO, Lecturer and Research Associate: Algebra.

* On Leave, 1968-69.

*** On Leave, Spring Term, 1968-69.

Degree Requirements

Master of Arts

1. One year's residence as a full-time student.
2. Successful completion of an approved schedule of courses.
3. Satisfactory performance on the General Examination which is normally taken by all degree students at the beginning of their second year.
4. Proficiency in reading French, German, or Russian.

Doctor of Philosophy

1. Residence as a full-time student for two years.
2. Successful completion of an approved schedule of courses.
3. Superior performance on the General Examination.
4. Doctoral dissertation approved by the department.
5. Final examination consisting of the defense of dissertation.
6. Proficiency in reading French and German, or Russian.

Program of Study. Each student must complete a schedule of courses approved by his adviser. The normal first year of study consists of Mathematics 101, 111, and 121. Students are expected to attend seminars of their choice. The first year's work should be followed by three courses in the 200 series. After the second year, advanced courses, seminars and independent reading are offered to prepare the student for work on a dissertation.

General Examination. After successful completion of his first year courses, the student must pass a written examination and participate in a seminar in his second year.

The written examination will be given in September and April. It will cover the material of the syllabi; these lists of topics and references in algebra, analysis and topology will be distributed to the students at the beginning of their first year.

Each student will prepare a topic in mathematics, which he will present in a seminar during his second year. The topics chosen will be more advanced than those in the syllabi and must be approved by the faculty.

Admission to Candidacy. To be admitted to candidacy for the Ph.D. degree in Mathematics, the student must demonstrate a superior performance on the General Examination, proficiency in reading French, German or Russian, and must be recommended for candidacy by the department.

Dissertation and Defense. The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and after the successful defense of that dissertation.

Courses of Instruction

The 100, 200, and 300 courses meet three hours per week for the entire year and carry six credits. The seminar courses meet one hour per week and are *non-credit* courses.

MATHEMATICS 101a and b. Algebra I

Groups, rings, fields, Galois theory, representations and modules.

Mr. Matsusaka

MATHEMATICS 111a and b. Analysis I

Fundamental existence theorems for several real variables, manifolds and Riemann surfaces.

Mr. Spivak

MATHEMATICS 121a and b. Topology I

Set theory, topological spaces, function spaces and covering spaces. *Mr. Brown*

*MATHEMATICS 140a. Real Analysis and Metric Spaces

Metric spaces; compactness, connectedness and uniform convergence. Banach and Hilberg spaces.

Prerequisite: Mathematics 21 and 30 (30 may be taken concurrently).

*MATHEMATICS 140b. Measure Theory

Prerequisite: Mathematics 40a.

*MATHEMATICS 201a and b. Algebra II

Function fields and commutative rings.

MATHEMATICS 202a and b. Algebraic Geometry I

Introduction to algebraic geometry. *Messrs. Szpiro and Peskine*

MATHEMATICS 203a and b. Algebraic Number Theory I

In the first part of the course the ring of integers in a number field will be studied; possible topics for the second part include quadratic forms, class-field theory and the arithmetic theory of elliptic curves. *Messrs. Monsky and Mayer*

*MATHEMATICS 204a and b. Homological Algebra I

Derived functors, spectral sequences.

MATHEMATICS 211. Analysis II

Singular integral operator on L^p spaces, for Euclidean space and for manifolds, with applications to the study of elliptic partial differential equations on manifolds with or without boundary. Further topics to be selected by the instructor.

Mr. Seeley

MATHEMATICS 212a and b. Functional Analysis

Locally convex spaces. Krein-Millman and Hahn-Banach theorems. Operators on Hilbert and Banach spaces. Banach algebras. Applications to Fourier series and other topics.

Mr. Schaeffer

* Not to be given in 1968-69.

*MATHEMATICS 213a and b. Harmonic Integrals

The purpose of this course is to study representations of various cohomology theories by solutions of systems of partial differential equations. The course presupposes only the first year courses. It will contain an introduction to elliptic systems, calculus of variations, boundary value problems and related topics.

MATHEMATICS 221a and b. Algebraic Topology I

Sheaves, homology theory, and homotopy theory.

Mr. Bousfield

MATHEMATICS 222a and b. Differential Geometry

Lie groups and symmetric spaces.

Mr. H. Levine

*MATHEMATICS 225a and b. Automorphic Forms

MATHEMATICS 250a and b. Riemann Surfaces and Algebraic Curves

A combined topological, analytic and algebro-geometric approach to the subject.
Messrs. Brown, Auslander and Rossi

MATHEMATICS 291. Algebra Seminar

Staff

MATHEMATICS 292. Analysis Seminar

Staff

MATHEMATICS 293. Topology Seminar

Staff

*MATHEMATICS 301a and b. Homological Algebra II

Algebraic and topological K-theory.

MATHEMATICS 302a and b. Algebraic Geometry II

Algebraic curves and abelian varieties.

Mr. Matsusaka

*MATHEMATICS 303a and b. Algebraic Number Theory II

*MATHEMATICS 311a or b. Fourier Analysis

MATHEMATICS 312a and b. Topics in Complex Variable

Complex manifolds.

Mr. Lieberman

*MATHEMATICS 313. Group Representation and Analysis of Groups

*MATHEMATICS 315. Pseudo-Differential Operators

*MATHEMATICS 321a and b. Algebraic Topology II

MATHEMATICS 322a and b. Differential Topology

A study of differentiable manifolds. Imbedding theorem, cobordism, Smale's handlebody theory and surgery.

Mr. J. Levine

*MATHEMATICS 324a. Lie Groups

*MATHEMATICS 332a. Introduction to Global Analysis

* Not to be given in 1968-69.

MATHEMATICS 401–416. Research

Independent research for the Ph.D. degree.

401. <i>Mr. Auslander</i>	409. <i>Mr. Palais</i>
402. <i>Mr. Brown</i>	410. <i>Mr. Rossi</i>
403. <i>Mr. Buchsbaum</i>	411. <i>Mr. Seeley</i>
404. <i>To Be Announced</i>	412. <i>Mr. Spivak</i>
405. <i>Mr. H. Levine</i>	413. <i>Mr. Mayer</i>
406. <i>Mr. J. Levine</i>	414. <i>Mr. Lieberman</i>
407. <i>Mr. Matsusaka</i>	415. <i>Mr. Bousfield</i>
408. <i>Mr. Monsky</i>	416. <i>Mr. Shub</i>

Mediterranean Studies

Objectives

The graduate program in Mediterranean Studies aims at inducting the student into the investigation of major problems involving the meeting of different peoples in and around the Mediterranean Sea, where Western civilization was first created and then developed. The instruction will train the student to master the primary sources as he learns the broad synthesis. Master of Arts as well as Doctor of Philosophy candidates are expected to show a grasp of the problem as a whole, as well as the ability to work in a variety of different sources. Doctor of Philosophy candidates will be required to demonstrate also a capacity for original research.

The scope of the department embraces Mediterranean developments from Antiquity and down to, but not including Modern Times. Students will be trained in history and archaeology as well as in the languages and literatures.

While it is desirable for the student to know as many of the key languages as possible in advance, no student is expected to come ideally equipped with complete linguistic preparation. If a course requires the use of a source that the student has not studied, he will ordinarily be permitted to enroll, provided that he is concurrently taking a basic language course to make up the deficiency.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area.

Students planning to enter this department should take as much Hebrew, Greek and Latin as possible during their undergraduate course of study.

Faculty

Professor CYRUS H. GORDON, *Chairman*: Cuneiform, Egypto-Semitic, and Mediterranean studies.

Associate Professor SILVESTRO FIORE: Comparative Mediterranean literature.

Associate Professor PHILLIP C. HAMMOND: Mediterranean archaeology.

Assistant Professor HARRY A. HOFFNER, JR.: Hittite, Helleno-Semitic studies.

Assistant Professor GORDON D. NEWBY: The Islamic Mediterranean.

Degree Requirements

Master of Arts

Program of Study. Each candidate for the Master's degree is required to complete satisfactorily not less than twenty-four semester hours of course work in the department, plus any courses outside the department that the major professor may prescribe. The candidate must also show a command of either Latin or Greek, and of Hebrew or Arabic, plus at least one other Oriental language (such as Akkadian, Ugaritic, or Egyptian).

Language Requirement. A reading knowledge of one modern foreign language (ordinarily French or German) is required.

Qualifying Examinations. The student must demonstrate, in written and oral examinations, proficiency in the sources of two major areas of the program and an ability to synthesize them. A broad grasp of the Mediterranean origins of Western Civilization will be required of all candidates, beyond the specific topics covered in courses.

Doctor of Philosophy

The requirements are the same as for the Master of Arts degree, plus twenty-four additional semester hours of course work in the department, a reading knowledge of two modern foreign languages (ordinarily French and German), and a doctoral dissertation.

Admission to Candidacy. A student shall be eligible for admission to candidacy upon completing his language requirements and satisfactorily passing his written and oral examinations. Proficiency in those examinations must be demonstrated in three major areas of the program; e.g., Assyrian, Greek, and Hebrew (texts and history), or Egyptian, Ugaritic, and Arabic.

Dissertation and Defense. The dissertation should be a significant and original contribution to scholarship and should demonstrate a capacity for independent research based on primary sources. After submission of the dissertation, the candidate will be expected to defend it in a final oral examination.

Courses of Instruction

MEDITERRANEAN STUDIES 100a. The Mediterranean in Antiquity

An orientation course covering the major historical developments that contributed to Western culture from the dawn of writing (ca. 3000 B.C.) to the appearance of Islam (7th century A.D.) The lectures will be supplemented by readings in ancient and modern historians. *Mr. Newby*

MEDITERRANEAN STUDIES 100b. The Mediterranean in the Middle Ages

The main developments from the Islamic Conquest to the Renaissance, stressing the interplay of European and Afro-Asiatic forces in the formation of the modern West. The lectures will be supplemented by readings in medieval and modern historians. *Mr. Newby*

MEDITERRANEAN STUDIES 102a. History of Syria-Palestine

In 1968-69 the lectures and discussion will focus on the Middle Bronze Age with emphasis on the archaeological data upon which historic conclusions have been based. *Mr. Hammond*

*MEDITERRANEAN STUDIES 104a and b. History of the East

Mediterranean from Alexander to Mohammed

First term: From 330 B.C. to 100 A.D.

Second term: From 100 A.D. to 621 A.D.

*MEDITERRANEAN STUDIES 105a. History of the Nabateans and Palmyrenes

The political and cultural history of the caravan city states in the light of archaeology, native inscriptions and classical sources.

MEDITERRANEAN STUDIES 106. The History of Islamic Expansion

This course is the second of a three-year cycle on Islam during its classical and creative periods. *Mr. Newby*

*MEDITERRANEAN STUDIES 107. History and Sources of the Crusades

A study of the political and social history of the Crusader Castles in the Near East, and of texts bearing on the Crusades.

MEDITERRANEAN STUDIES 108. Comparative Mediterranean Culture

In 1968-69 the evolution of Romance lyrical poetry will be studied against the background of Latin origins and Arabic influence. *Mr. Fiore*

* Not to be given in 1968-69.

***MEDITERRANEAN STUDIES 113a.** Archaeology of Egypt

The explorations and excavations. The art and monuments of Pharaonic Egypt.

***MEDITERRANEAN STUDIES 114b.** Archaeology of Mesopotamia

Sumerian, Babylonian and Assyrian art and archaeology. An account of the discoveries and their historic interpretation.

MEDITERRANEAN STUDIES 115b. Archaeology of Anatolia

The historic period will be covered with special attention on methods employed, materials recovered, and interpretation.

Mr. Hammond

***MEDITERRANEAN STUDIES 116a.** Archaeology of the Prehistoric Mediterranean

A study of the area in Paleolithic and Neolithic times (down to 3000 b.c.) based on exploration, excavation, architecture, art and artifacts.

Mr. Hammond

***MEDITERRANEAN STUDIES 117b.** Crusader Archaeology

The inland and coastal fortifications of the Crusaders, and their other material remains, in the East Mediterranean, against the background of their military, political and institutional history.

***MEDITERRANEAN STUDIES 122a.** Prophetic Books of the Bible

The style and development of Hebrew Prophecy against a background of ancient Mediterranean rhetoric.

MEDITERRANEAN STUDIES 123. Biblical Texts Pertaining to the Divided Monarchy

This course trains the student to control the Hebrew text linguistically and to use it for reconstructing the Mediterranean synthesis.

Mr. Gordon

MEDITERRANEAN STUDIES 125. Arabic Texts Pertaining to Islamic Expansion

This course is designed to induct the student into the use of Arabic sources for the study of Islam-Christian-Jewish interrelations.

Open to students beginning Arabic but also recommended for those with some previous knowledge of the language who need a methodical review.

Mr. Newby

MEDITERRANEAN STUDIES 130. Elementary Akkadian

A study of Ugnad's Grammar and readings of selected texts in cuneiform.

Mr. Hoffner

MEDITERRANEAN STUDIES 136. Hittite

Grammar and interpretations of legal and ritual texts.

Prerequisite: The student must have taken or take concurrently Mediterranean Studies 130.

Mr. Hoffner

***MEDITERRANEAN STUDIES 138a.** Elementary Ugaritic

Grammar and poetic texts. C. H. Gordon's *Ugaritic Textbook*, 1965, will be used.

Prerequisite: A knowledge of biblical Hebrew.

• Not to be given in 1968-69.

***MEDITERRANEAN STUDIES 138b.** Advanced Ugaritic

Interpretation of epistles, rituals and administrative texts in C. H. Gordon's *Ugaritic Textbook*, 1965.

Prerequisite: Mediterranean Studies 138a.

***MEDITERRANEAN STUDIES 140.** Elementary Middle Egyptian

Gardiner's *Egyptian Grammar* supplemented with reading simple narratives such as *The Shipwrecked Sailor*.

***MEDITERRANEAN STUDIES 150a.** Homeric Epic

Selections from the *Odyssey* will be read with constant reference to Egyptian, Semitic and Hittite literatures.

Prerequisite: A knowledge of Attic or New Testament Greek.

MEDITERRANEAN STUDIES 151a. Hesiod and the Epic Cycle

Readings in the Greek texts with reference to Helleno-Semitic relations.

Prerequisite: A reading knowledge of Greek. *Mr. Hoffner*

MEDITERRANEAN STUDIES 153b. The Minoans and Mycenaeans

Seminar discussions will be based on readings of ancient Bronze Age texts including Linear A and B.

Prerequisites: A reading knowledge of Hebrew and Greek. *Mr. Hoffner*

***MEDITERRANEAN STUDIES 160a.** The Aeneid with Reference to

Its Homeric, Phoenician and Punic Background

Prerequisite: A knowledge of Latin.

***MEDITERRANEAN STUDIES 161.** The Poenulus of Plautus

The Punic dialogue as well as the Latin text will be analyzed.

Prerequisite: A knowledge of Latin.

***MEDITERRANEAN STUDIES 162.** The Vulgate**MEDITERRANEAN STUDIES 163a.** The Odes and Ars Poetica of Horace

The Latin text will be studied with special reference to Horace as the bridge between Aristotle and Du Bellay.

Prerequisite: A reading knowledge of Latin. *Mr. Fiore*

MEDITERRANEAN STUDIES 163b. The Asinus Aureus of Apuleius

The Latin text will be analyzed against the background of Greco-Egyptian mysticism.

Prerequisite: A reading knowledge of Latin. *Mr. Fiore*

MEDITERRANEAN STUDIES 216. Archaeological Pro-Seminar

A study of field and museum techniques for graduates who expect to be associated with expeditions. *Mr. Hammond*

MEDITERRANEAN STUDIES 217. Archaeological Seminar

Problems in East Mediterranean archaeology designed for graduate students who expect to be associated with expeditions. *Mr. Hammond*

• Not to be given in 1968-69.

*MEDITERRANEAN STUDIES 223a. Old Testament Hagiographa

*MEDITERRANEAN STUDIES 224. Semitic Inscriptions of the Mediterranean

MEDITERRANEAN STUDIES 225a. The *Fasl al-Maqal* of Ibn Rusd

The Arabic text of Averroes' "Decisive Treatise" on the harmony of religion and philosophy as background for the understanding of Hispano-Semitic philosophy.

Prerequisite: A reading knowledge of classical Arabic. *Mr. Fiore*

MEDITERRANEAN STUDIES 225b. Ibn Tufail's *Risala Hay b. Yazqan*

The Arabic text of this philosophical novel will be read to bring out its implications for the Spanish Middle Ages.

Prerequisite: A reading knowledge of classical Arabic. *Mr. Fiore*

*MEDITERRANEAN STUDIES 228. Islamic Institutions

The tenets of Islam will be examined with reference to their effect on the Mediterranean during the early Middle Ages.

*MEDITERRANEAN STUDIES 231. Intermediate Akkadian

Rapid reading in the Nuzu tablets.

Prerequisite: Mediterranean Studies 130.

*MEDITERRANEAN STUDIES 232. Akkadian Poetry

MEDITERRANEAN STUDIES 233. Akkadian Texts from the West

In 1968-69 the Akkadian tablets from Ugarit will be analyzed with reference to the Mesopotamian impact on the Levant.

Prerequisite: Mediterranean Studies 130. *Mr. Gordon*

*MEDITERRANEAN STUDIES 234. Akkadian Letters and Diplomatic Texts

*MEDITERRANEAN STUDIES 235. Sumerian

Grammar and reading of Gudea and Ur III texts.

Prerequisite: The student must have taken or take concurrently Mediterranean Studies 130.

*MEDITERRANEAN STUDIES 241. Middle Egyptian Romances

Rapid reading of texts such as *The Romance of Sinuhe* and *The Eloquent Peasant*.

Prerequisite: Mediterranean Studies 140.

MEDITERRANEAN STUDIES 242. Late Egyptian

The Wisdom of Amenemope will be read in heiroglyphic transcription with reference to the question of Wisdom Literature in antiquity.

Prerequisite: Mediterranean Studies 140. *Mr. Gordon*

*MEDITERRANEAN STUDIES 243. The Pyramid Texts

Prerequisite: Mediterranean Studies 241 and 242.

• Not to be given in 1968-69.

***MEDITERRANEAN STUDIES 244. Coptic**

Saidic and the other Coptic dialects will be studied comparatively, with readings in the *Apophthegmata Patrum* and various Gnostic texts.

Prerequisite: Students must have completed, or be taking concurrently, Mediterranean Studies 140.

MEDITERRANEAN STUDIES 271. Comparative Grammar of the Semitic Languages**MEDITERRANEAN STUDIES 370. Linguistic Seminar****MEDITERRANEAN STUDIES 400-404. Dissertation Research**

Independent research for the Ph.D. degree.

400. *Mr. Gordon* 403. *Mr. Hoffner*

401. *Mr. Fiore* 404. *Mr. Newby*

402. *Mr. Hammond*

* Not to be given in 1968-69.



Music

Objectives

The graduate program in Music, leading to the degrees of Master of Fine Arts and Doctor of Philosophy, is designed to provide a command of the craft of composition and an understanding of the nature, structural basis, and historical development of music.

Three general fields of study are offered in music:

1. *Musical Composition.* This program leads to the degree of Master of Fine Arts.
2. *Musical Composition and Theory.* This program leads to the degrees of Master of Fine Arts and Doctor of Philosophy.
3. *History of Music.* This program leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

Students must specialize in one of these areas but are expected to acquire a background in all three.

Admission

Only a limited number of students will be accepted. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Applicants for study in Musical Composition or Musical Theory are required to submit, in addition to a transcript of their undergraduate records, evidence of qualification in the form of examples of original work in musical composition and advanced work in musical theory. Applicants for admission in the History of Music should submit examples of their prose writing on music as evidence of their ability to handle the language and specialized vocabulary. Undergraduate theses or term papers will be satisfactory. This work should be submitted together with the formal Application for Admission.

All applicants are expected to have some proficiency at the piano or on an orchestral instrument. Information about this should be furnished when making formal application.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the department between March 1 and March 15. Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

Faculty

***Professor HAROLD SHAPERO, *Chairman*; Professors ARTHUR BERGER, SEYMOUR SHIFRIN; Associate Professors MARTIN BOYKAN, PAUL H. BRAINARD, ROBERT L. KOFF, CALDWELL TITCOMB, LEO TREITLER; Assistant Professor ALVIN LUCIER; Lecturers LOUIS S. BAGGER, MADELINE FOLEY; Instructor EDWARD COHEN; Consultants EUGENE LEHNER, GEORGE ZILZER.

Degree Requirements

Master of Fine Arts

Language Requirements.

Group A: French, German, Italian.

Group B: Spanish, Latin, Hebrew, Greek (and other languages at the discretion of the Music faculty).

A reading knowledge of a language from Group A is normally required of all applicants for admission to a graduate program in music.

Candidates for the Master's degree specializing in Musical Composition must possess a reading knowledge of two of the above languages, of which at least one must be from Group A. (The combination of Italian and Spanish will not be approved).

Candidates for the Master's degree specializing in Musical Theory or in History of Music must possess a reading knowledge of two languages in Group A.

Foreign language course credits will not in themselves constitute fulfillment of the language requirements for advanced degrees. All candidates must pass language examinations set by the Music faculty and offered periodically during the academic year. Students are urged to take these examinations at the earliest feasible date. In case of failure, an examination may be taken more than once.

The language examinations are designed to test the students' ability to make ready and accurate use of critical and literary works. Normally each examination will contain three passages for written translation into idiomatic English: (1) classical or modern prose; (2) classical or modern poetry, often poetry that has been set to music; and (3) critical prose dealing with music. Dictionaries may be used in these examinations.

Instrumental Proficiency. At least moderate proficiency at the piano is required of all candidates for advanced degrees.

*** On Leave, Spring Term, 1968-69.

Residence Requirements. Six full courses or the equivalent in half-courses at the graduate level, completed with distinction, and a thesis are required of all candidates.

The department normally allows credit for no more than one full course taken at another institution.

In general, the program is completed in two academic years. Students should take no more than four full courses in any one year. It is suggested, however, that students pursue no more than three full courses during the year in which they take general examinations and submit a thesis.

Examinations. Early in March of their first year of study, graduate students will be expected to pass an examination in the standard literature of music from the early eighteenth century to the present. Upon admission, each candidate will receive a list of works to guide his listening.

When their program of study is completed, candidates for the degree of Master of Fine Arts must pass with distinction written general examinations in theory and history, one of which will be their major field, the other their minor field.

Thesis. Candidates for the degree of Master of Fine Arts in Music are required to submit a thesis. For candidates in Musical Composition this will consist of a musical composition, its scope to be approved by the Music faculty. For candidates in the History of Music or in Musical Theory and Composition it will be an analytical or historical study on a topic acceptable to the Music faculty. Part of this requirement in Musical Theory and Composition may be met by an original musical composition. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than December 1 for a February degree or April 1 for a June degree.

Doctor of Philosophy

Residence Requirements. A minimum of eight full courses or the equivalent in half-courses at the graduate level, completed with distinction, are required of all candidates.

In general, the program will be completed in three academic years.

Applicants who have done graduate work elsewhere may apply for transfer of credit for such work; a maximum of one year of residence may be granted.

Instrumental Proficiency. At least moderate proficiency at the piano is required of all candidates.

Language Requirements. Candidates for the Doctor's degree in Music must possess a reading knowledge of all three languages in Group A. In exceptional cases, the Music faculty may accept a language in Group B in lieu of Italian. Subject to the approval of the department, candidates in theory or composition may substitute for the third language courses in Mathematics, Physics, Philosophy or other disciplines.

Examinations. Candidates will be expected to pass with unusual distinction the written general examination for the M.F.A. After meeting their language and residence requirements they must pass the special oral qualifying examination.

Admission to Candidacy. Students will be admitted to candidacy for the Ph.D. degree upon successful completion of the written and oral qualifying examinations, fulfillment of the language requirements, and the approval of a dissertation topic.

Dissertation. Candidates for the degree of Doctor of Philosophy in the History of Music or in Musical Theory and Composition must submit an acceptable written dissertation on a subject approved by the Music faculty. In certain cases, and with the prior approval of the department, qualified candidates for the degree in Theory and Composition may meet a part of the dissertation requirement with an original composition. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed six hundred words in length, should be submitted to the department or committee chairman no later than December 1 for a February degree and April 1 for a June degree of the academic year in which the Ph.D. degree is to be conferred.

Written dissertations should demonstrate the competence of the candidate as an independent investigator, his critical ability, and his effectiveness of expression. Upon completion of the dissertation the candidate will be expected to defend it in an oral examination.

Courses of Instruction

Except in the rarest circumstances, graduate credit is not allowed for courses numbered below Music 165.

MUSIC 165a. Elementary Orchestration

The instruments of the orchestra; their construction, ranges and playing techniques, with a consideration of their use by major composers; the methods of writing effectively for present-day instruments, individually and in combination; the mechanics of reading and writing a score.

Written exercises, analysis of scores, study of recorded performances and live demonstrations.

Mr. Lucier

*MUSIC 168a and b. Renaissance and Baroque Keyboard Music

*MUSIC 171a. History and Practice of Music Criticism

An examination of music criticism from the Baroque to the present day, with special attention to important nineteenth and twentieth century critics. Practical experience through the regular writing of reviews.

Prerequisite: A knowledge of music history and theory.

MUSIC COLLOQUIUM

Discussions of special topics led by the faculty and occasional guests. Some of the sessions will include performances of new works. Required of all graduate students. *Non-credit.*

Staff and Visiting Lecturers

*MUSIC 180b. Ethnomusicology

An introduction to the music of nonliterate peoples; folk music; and the music of non-Western high cultures, with particular emphasis on India and Japan.

Prerequisite: Music 162 (or the equivalent) or a course in anthropology.

MUSIC 200. Proseminar in Musicology

A survey of the principal subject matters, problems, and techniques comprising the discipline of Musicology.

Required of all first-year graduate students in Musicology except under special circumstances. May be repeated for credit with permission of the instructor.

Mr. Brainard

*MUSIC 201. Collegium Musicum

Studies in music history through coordinated research and performance. Source and notational problems of selected historical examples will be treated in detail. Course members will be able to participate, together with members of the staff, in studio performances. Whenever possible, the course material will be integrated with that of one or more concurrent advanced courses in music history.

MUSIC 203. Advanced Musical Analysis

Special analytic problems of structural interpretation with emphasis on total form and intrinsic relation rather than upon the conventions (sonata, rondo, etc.). Intensive and detailed analysis of scores in terms of such considerations as the premises of the tonal system, Schenker's concept of musical unity, serial organization. Questions of methodology and terminology raised by the "new theory."

Mr. Berger

MUSIC 221. Seminar in the Music of the Middle Ages

Studies in the history of music from early Christian times through the end of the fourteenth century.

Mr. Treitler

*MUSIC 222. Seminar in the Music of the Renaissance

Studies in the history of music during the fifteenth and sixteenth centuries.

Music 221 and 222 will be offered in alternate years and both will incorporate systematic studies in the musical notations of their respective times.

• Not to be given in 1968-69.

MUSIC 223. Seminar in Baroque Music

Studies in historical developments in music of the seventeenth and eighteenth centuries. Typical full-year projects will include: the cantatas of J. S. Bach; seventeenth century keyboard music; history of cantata and oratorio in the seventeenth century; sonata, suite, concerto; Baroque opera.

Mr. Brainard

***MUSIC 224. Seminar in Pre-Classical and Classical Music**

Study of historical problems in the music of the middle and late eighteenth century. Sample topics include: transitional sonata forms through early Haydn and Mozart; Beethoven's sketch books; stylistic interactions among the Viennese Classicists; opera from Pergolesi to Mozart.

MUSIC 225. Seminar in Romantic Music

Selected topics in music from Beethoven, Weber, and Schubert to Strauss, Mahler, and Sibelius. Some consideration will be given to Impressionism and to the relations between music and the other arts.

Mr. Titcomb

MUSIC 227. Proseminar in Theory and Composition

Technical projects in theory and composition; tonal forms and contrapuntal techniques.

Required of all first-year graduate students in theory and composition except under special circumstances. May be repeated for credit with permission of the instructor.

Mr. Boykan

***MUSIC 228. Seminar in Twentieth Century Techniques**

Exercises in composition employing musical materials and organizational methods developed since about 1900, accompanied by analysis of works of composers from Debussy to the present.

***MUSIC 238. Studies in Contemporary Music**

Seminars devoted to the intensive study of important twentieth century compositions.

***MUSIC 260. Composition in Traditional Forms**

The melodic phrase; types of accompaniment; studies in harmonic rhythm; trio forms, rondo forms, sonata forms, variation forms. Analysis and exercises.

***MUSIC 263. Canon and Fugue**

Principles governing the construction of invertible counterpoint, various kinds of canon, strict and free fugues. Analysis of classic and modern fugues and detailed study of Johann Sebastian Bach's *Art of the Fugue*. Written exercises.

MUSIC 270. Seminar in Serial Music

Detailed analysis of scores by Schoenberg, Webern, Boulez, Babbitt; methods of serial organization; relationship between serial procedures and general compositional problems such as phrase articulation and "harmonic movement." *Mr. Boykan*

MUSIC 292. Seminar in Composition

Group meetings and individual conferences. Opportunities for the performance of student works will be provided. *Messrs. Berger, Shapero and Shifrin*

• Not to be given in 1968-69.

MUSIC 295a and b. Electronic Music

Composition, notation and recording of electronic music. Combined media. Studies for tape and instruments.

Mr. Shapero, 1st Term

Mr. Lucier, 2nd Term

MUSIC 299a and b. Individual Research and Advanced Work

Individual research and advanced work in musical literature, musical history and in special problems of musical analysis, esthetics, theory and criticism. *Staff*

MUSIC 400-406. Dissertation Research

Required of all doctoral candidates.

400. *Mr. Berger*

404. *Mr. Shifrin*

401. *Mr. Boykan*

405. *Mr. Titcomb*

402. *Mr. Brainard*

406. *Mr. Treitler*

403. *Mr. Shapero*

Electronic Music Studios

Two studios with facilities for the composition of electronic music are available to qualified student composers.

Studio 1—Director: Mr. Lucier

Studio 2—Director: Mr. Shapero

Near Eastern and Judaic Studies**Objectives**

The graduate program in Near Eastern and Judaic Studies, leading to the Master of Arts and Doctor of Philosophy degrees, is designed to train scholars and teachers in the various cultures of the Near East and of the classical and modern Judaic civilization, and to do further research in these areas. This work is done mainly through study of the relevant languages and literatures and interpretation of historical sources.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this department.



Faculty

***Professor NAHUM NORBERT GLATZER, *Chairman*: Jewish history. Literature of the Second Commonwealth. Hebrew historiography. Eschatology.

Professor ALEXANDER ALTMANN: History of Jewish philosophy and mysticism. Medieval philosophy. Classical Bible commentaries.

Professor NAFTALI C. BRANDWEIN: Modern Hebrew literature.

Professor BENJAMIN HALPERN: Modern Near East history. Political and social history of Palestine and Israel. Modern Jewish history.

Professor NAHUM M. SARNA: Biblical studies.

Associate Professor BARUCH A. LEVINE: Semitic languages. Classical Hebrew literature. Dead Sea Scrolls. Ugaritic.

Assistant Professor LEON JICK: Contemporary Jewish history.

Assistant Professor RAPHAEL KUTSCHER: Hebrew language. Sumerian studies.

Assistant Professor AVIGDOR LEVY: Arabic language. Modern Near East. Turkish.

Program of Study

Among the main fields in the area of Near Eastern and Judaic Studies in which courses are being given in the Graduate School are:

Semitic Languages and Literatures (Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Syriac).

History of Ancient Near East.

Islamic Studies.

Biblical Studies.

Jewish History.

Medieval Jewish Philosophy and Mysticism.

The Modern Near East.

Contemporary Jewish Studies.

Fields of study not listed here may be approved.

Degree Requirements

Master of Arts

Residence Requirements. The student is required to complete four full courses in the department. Programs of study are kept flexible; the department will consider the needs and interests of each student and advise him in outlining a program of study—this program may be modified later by the department. Students may be required to take courses given by other departments. A student who can, on admission, give evidence of satisfactory competence in one Semitic language or in one particular field of Near Eastern and Judaic Studies, will be able to complete the program for his degree in one year. Additional resident study may be required of less advanced students.

Language Requirements. Every candidate for the Master of Arts degree must show proficiency in one Semitic language, and in French or German. In special cases, another modern foreign language may be substituted for one of the two listed here. The foreign language requirements are to be satisfied by examination not later than eight weeks before a candidate is to receive his degree.

Examination. An oral examination is given at the conclusion of the student's residence. The examination is organized around two major subjects chosen from the fields of study undertaken by the student and is designed to test the student's knowledge in those subjects as well as his ability to relate his information to the large area to which those subjects belong. A student who fails to pass the examination, or any part of it, may apply for re-examination, which will take place not earlier than one semester after the date of the first examination.

Thesis. In certain cases, the student is advised to write a thesis which must be submitted no later than May 1 of the year in which the degree is to be conferred. In such cases, the student registers in the Dissertation Colloquium (NEJS 400) which then counts as one of the required four courses.

Doctor of Philosophy

Residence Requirement. The residence normally required of a Ph.D. student who is the holder of an M.A. degree is one year (four courses); a longer residence will be required for part-time students and students holding teaching assistantships. The main emphasis, however, is placed on the students' individual research.

Language Requirements. A candidate for the Doctor of Philosophy degree in this area must show proficiency in two Semitic languages and in two modern foreign languages, as required by his special field of research. The candidate must satisfy his language requirements no later than at the completion of his required residence in the Graduate School.

Examinations. A written or an oral comprehensive examination in three areas of study (the scope being determined at a conference with the examining board) is given at the conclusion of the student's residence. A student who fails to pass the examination, or any part of it, may apply for a re-examination, which will take place not earlier than one semester after the date of the first examination.

Admission to Candidacy. A student registered for studies leading to the Ph.D. degree becomes a candidate for that degree when he has fulfilled his residence requirements, when the subject and synopsis of his dissertation have been accepted by the department, when he has passed the comprehensive examinations, and fulfilled the language requirements.

Dissertation and Defense. The student will discuss his plans for a dissertation with the chairman of the department and the dissertation supervisor. The conferences on the planning and the program of the dissertation take place in the Dissertation Colloquium (NEJS 400), a course in which the candidate is to register. Normally, the candidate will continue working on his dissertation after the completion of his residence, i.e., as a nonresident student. The dissertation must demonstrate the candidate's thorough knowledge of the field and his competence in independent research, and must constitute an original contribution to knowledge. Two copies of the dissertation, one of which must be the original typescript, are to be deposited in the office of the department chairman not later than April 1 of the year in which the candidate plans to take the degree. A defense of the dissertation will be held.

Courses of Instruction

NEJS 100b. The Civilization of the Ancient Near East

The Israelite Cultic Sites. A study of the religious, political, geographical and architectural aspects of Israelite cultic sites as Arad and Shiloh. *Mr. Levine*

NEJS 101. Basic Arabic

An introduction to literary Arabic. Drills in grammar, pronunciation and composition. Reading of graded classical and modern texts.

Open to students who have not previously had instruction in Arabic. *Mr. Levy*

NEJS 102. Intermediate Arabic

Study of advanced grammatical and syntactical forms. Reading of related classical and modern texts. Drills in pronunciation and composition. *Mr. Levy*

*NEJS 104. Aramaic Dialectology: Biblical Aramaic

A study of the Aramaic portions of the Bible, and the contemporary Aramaic documents from Egypt with emphasis on grammar, and comparative and historical considerations.

NEJS 106. Elementary Ugaritic

Grammar and poetic texts.

Mr. Levine

NEJS 107. Elementary Akkadian

See Mediterranean Studies 130.

Mr. Hoffner

*NEJS 108. Intermediate Akkadian

See Mediterranean Studies 231.

NEJS 109. Introductory Sumerian

The elements of cuneiform writing; grammar and syntax of Sumerian. Royal inscriptions from Lagas, Ur and elsewhere will be read. Previous knowledge of Akkadian is helpful, but not a prerequisite.

Mr. Kutscher

*NEJS 110b. Archaeology of Mesopotamia

NEJS 114a. Studies in the Biblical Cult

A comparative study of cultic material in the historical and prophetic books with special emphasis on features of the royally sponsored cults and prophetic attitudes toward ritual.

Mr. Levine

*NEJS 115a. Studies in Biblical Literature: The Book of Deuteronomy

Emphasis on language composition, and the influences of the Deuteronomic outlook on other Biblical works. The historical views and the religious institutions reflected in Deuteronomy will be analyzed.

*NEJS 116. Biblical Prophecy: The Book of Jeremiah

NEJS 117a. The Book of Job and the Problem of Evil

A reading of the Book of Job (in English translation) and a discussion of the role of the book in the literature and thought of the Western world; the problem of evil in Judaism and Christianity.

Mr. Glatzer

*NEJS 118. The Historical Books of the Bible

NEJS 119a. The Book of Ezekiel

Selected readings (in Hebrew). An intensive examination of textual and exegetical problems; the historical background in the light of archaeological finds; the leading ideas and concepts.

Mr. Sarna

NEJS 120a. Readings in Talmudic Literature

The Tractate Nedarim. The general legal aspects of the spoken obligation and the history of the religious institution of the vow as a form of piety and practical behavior.

Mr. Levine

* Not to be given in 1968-69.

***NEJS 122a. Classical Bible Commentaries I**

Selected texts from the French and Spanish schools of Jewish Commentators on the Pentateuch.

***NEJS 122b. Classical Biblical Commentaries II**

Selected texts from the French and Spanish school of Jewish Commentators on the Prophets and Hagiographa.

NEJS 125b. Selected Texts from Genesis Rabba

A study of the earliest documents of Midrashic speculation on cosmological and kindred problems. Tracing of Hellenistic, especially Gnostic sources. The origins of Jewish mysticism.

Mr. Altmann

***NEJS 135a. Medieval Jewish Philosophy: Maimonides' Guide to the Perplexed I**

A study of the principal chapters involving Maimonides' doctrine of the existence and attributes of God, and his discussion of the problem of creation.

***NEJS 135b. Medieval Jewish Philosophy**

A study of the principal chapters dealing with Maimonides' theory of prophecy, providence and man's ultimate felicity.

NEJS 138a and b. Modern Hebrew Literature

An analytical study of the development of ideas, motifs, and structure of modern Hebrew prose and poetry. The courses will be based on the works of I. D. Berkovitz, J. Steinberg and others in prose, and D. Shimoni, N. Alterman and others in poetry.

Mr. Brandwein

NEJS 139a. Major Trends in Modern Hebrew Literature

A critical study (in English) of two major streams, the traditional and rebellious, in modern Israeli poetry and prose by means of an analysis of themes, ideas, milieu and structure with emphasis on parallel motifs in European literature.

Mr. Brandwein

***NEJS 140b. History of the Jews in Antiquity and the Middle Ages**

The emancipation of the Jews in Western Europe; the Haskalah movement. The great migrations to the West. Renaissance of Hebrew culture; anti-Semitism; Zionism. Problems of contemporary Jewish life in the United States.

NEJS 144a. Political Modernization in the Near East

The development of political institutions in the successor states of the Ottoman Empire. Critique of models of political modernization in the current literature of the region.

Mr. Halpern

NEJS 145a. Introduction to the Modern Near East

Geography, demography and society of the Near East; ethnic-religious and linguistic characteristics; urbanization and industrialization; East and West relations.

Mr. Levy

• Not to be given in 1968-69.

***NEJS 147a. The Eastern Question**

The decline and withdrawal of the Ottoman Empire from South East Europe and the Middle East as a problem in European diplomacy between 1699–1923; Big Power rivalries and the rise of nationalism; European economic imperialism; the Turkish Straits and the Suez Canal; the Bagdad railway; post World War I arrangements and the Mandate System.

NEJS 147b. The Ottoman Empire

The history of the Ottoman Empire, its political, economic and social structure and relations with European and non-European powers from the 13th century to the first World War.

Mr. Levy

***NEJS 149a. History of Palestine and Contemporary Israel**

An examination of the interrelationships between social and political institutions in modern Israel. Change and development in ideological and institutional patterns.

NEJS 149b. Contemporary Social Change in Israel

Problems of modernization and development; methods of research. Seminar.

Mr. Halpern

NEJS 160. Problems in American Jewish History

The development of American Jewish life from the perspective of American history as well as modern Jewish history. Social and economic factors affecting successive waves of immigration. Modes of acculturation: the emergence of distinctive American Jewish patterns.

Mr. Jick

NEJS 163a. The Contemporary American Jewish Community

This course will explore the dynamics of continuity and change in the concept of community among American Jews, the trends of development in structure, functions and priorities of communal concern, and in attempts at coordination and unity. The basic question of relationship to the total American community will likewise be considered.

To be announced

NEJS 166a. Modern Jewish Intellectual History to 1870

Jewish ideologies and movements from the Enlightenment to the rise of political anti-Semitism.

Mr. Halpern

NEJS 166b. Modern Jewish Intellectual History since 1870

Jewish ideologies and movements from the rise of political anti-Semitism to the present.

Mr. Halpern

NEJS 168a. Modern Jewish History: The Destruction of European Jewry

This course will deal with the destruction of European Jewry by studying the Nazi anti-Semitic ideology, the world of the Nazi bureaucracy and the executioners, the internal life of the ghettos and the concentration camps. It will combine the manner of traditional historiography with the knowledge and insight supplied by the social sciences.

A knowledge of German, Yiddish or Hebrew is desirable but not essential for participation in the course.

Mr. Goldhagen

* Not to be given in 1968–69.

NEJS 168b. The Jews in the Communist World

The first part: the history of Soviet Jewry; the political and ideological sources of the attitude of the Communist regime to the Jews; the destruction of the traditional institutions and the socio-economic transformation of Russian Jewry. The second part: The Jewries of Poland, Rumania, Hungary and Czechoslovakia under Communist rule.

Mr. Goldhagen

NEJS 171. Modern Yiddish Literature (in Translation)

A survey of the chief figures of Yiddish literature during the past century, with emphasis on the historical and cultural content. The major writers from Mendele, Peretz, and Sholem Aleichem to Bashevis Singer and their response to a world in transition.

Mr. Landis

NEJS 204a and b. Jewish Education: The Curriculum of the Jewish School—Topics and Problems

Selected issues related to improving the curriculum of the Jewish religious school will be explored.

Mr. Lukinsky

NEJS 224b. History of the Biblical Text

A study of the growth of the biblical text and the ancient versions of the Bible.

Mr. Sarna

NEJS 225b. North-West Semitic Inscriptions

A seminar in Phoenician, early Aramaic, Hebrew and related epigraphy from the Biblical period, including new archaeological finds.

Mr. Levine

NEJS 236a. Selected Texts from Jewish Mystical Literature

Mr. Altmann

***NEJS 237b. Hebrew Literature: Medieval Hebrew Poetry**

A study in works from Samuel Hanagid to Solomon Ben Gebirol.

NEJS 238b. A History of Ideas in Modern Hebrew Literature

A seminar covering a history of ideas as reflected in the writings from the Enlightenment to the establishment of the state of Israel.

Mr. Brandwein

***NEJS 256b. The Second Jewish Commonwealth**

Source studies in the history and culture of Palestine from 538 B.C. to 70 A.D.

***NEJS 258b. Studies in Eschatological Theories**

Messianic and Apocalyptic concepts in the Old Testament prophets. Apocrypha and the Dead Sea writings in post-Biblical Judaism and early Christianity; Messianic movements in the Middle Ages.

***NEJS 260b. Topics in American Jewish History**

A research seminar.

NEJS 280a. Moses Mendelssohn and Beginnings of Modern Jewry

A seminar studying the transition of Jews from the Ghetto into the European world. Analysis of important literary documents of the period.

Mr. Altmann

* Not to be given in 1968-69.

NEJS 320-330. Reading Courses

Special tutorials for advanced graduate students.

- | | |
|---|---------------------------------|
| 320. Readings in Jewish History | <i>Mr. Glatzer</i> |
| 322. Readings in Medieval Jewish Philosophy | <i>Mr. Altmann</i> |
| 324. Readings in Modern Hebrew Literature | <i>Mr. Brandwein</i> |
| 325. Readings in Biblical Texts | <i>Messrs. Levine and Sarna</i> |
| 326. Readings in Islamic Civilization | <i>Mr. Levy</i> |
| 327. Readings in Syriac Literature | <i>Mr. Levine</i> |
| 328. Readings in Turkish Literature | <i>Mr. Levy</i> |
| 329. Readings in Modern Near East and Modern Jewish History | <i>Mr. Halpern</i> |
| 330. Readings in Yiddish Literature | <i>Mr. Landis</i> |

NEJS 400-405. Dissertation Colloquium

Independent research for the Ph.D. degree.

- | | |
|-------------------------|---------------------------|
| 400. <i>Mr. Altmann</i> | 403. <i>Mr. Levine</i> |
| 401. <i>Mr. Glatzer</i> | 404. <i>Mr. Brandwein</i> |
| 402. <i>Mr. Halpern</i> | 405. <i>Mr. Sarna</i> |



Philosophy

Objectives

The graduate program in philosophy is designed to prepare students for careers in philosophy as scholars and teachers. It places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. The number of students admitted to the program is small and the most important part of a student's work is done in small seminars and tutorials under close faculty supervision.

Admission

In addition to the general requirements for admission to the Graduate School as specified in an earlier section of this catalog, applicants for admission to the graduate program in philosophy should have had at least one year of history of philosophy and at least one course in logic.

Faculty

Professor PETER DIAMANDOPOULOS, *Chairman*: History of ancient philosophy. History of science.

*Professor HENRY DAVID AIKEN: Ethics. American philosophy. Social philosophy.

Professor FREDERICK SOMMERS: Philosophy of language. Metaphysics. History of philosophy.

***Professor STEPHEN TOULMIN: Philosophy of science. History of science.

Professor JOHN VAN HEIJENOORT: Logic. History of logic. Foundations of mathematics.

***Professor HAROLD WEISBERG: Philosophy of the social sciences. Social philosophy. Philosophy of religion.

Assistant Professor RICHARD BURIAN: Philosophy of science.

Assistant Professor JAMES CHILD: Philosophy of science.

Assistant Professor ROBERT GREENBERG: Theory of knowledge.

• On Leave, 1968-69.

••• On Leave, Spring Term, 1968-69.

Degree Requirements

All programs will be worked out in consultation with the student's adviser.

Master of Arts

Generally only candidates for the Ph.D. degree are accepted, although in some cases an M.A. degree will be awarded upon satisfactory completion of the following requirements:

1. One year's residence as a full-time student.
2. Successful completion of a prescribed schedule of courses.
3. Passing the qualifying examination.
4. Demonstration of proficiency in either French or German.

Doctor of Philosophy

The degree requirements for the Ph.D. degree are as follows:

1. Residence as a full-time student for two years.
2. Successful completion of a prescribed schedule of courses.
3. Passing the qualifying examination with distinction.
4. Demonstration of proficiency in either French or German.
5. Admission to candidacy.
6. Submission of a doctoral dissertation approved by the department.
7. Successful defense of the dissertation.

Program of Study. Each student will be assigned a tutor who will advise him on his course of study and guide him in his preparation for the qualifying examinations. First year students are required to take the pro-seminar in philosophy (Philosophy 200) and six additional semester courses, four of which must be within the Philosophy Department. Second year students are required to take two semester courses from the 200 series and six additional semester courses. The student is also encouraged to take some work in a field other than philosophy that is related to his area of concentration. Such work may be taken in the first or second year and will count toward the fulfillment of the residence and course requirements for the Ph.D. It must have the prior approval of the student's adviser and the department chairman. A second year student may not take more than two semester reading courses in the 300 series; these must also be approved by his adviser and the department chairman.

Qualifying Examination. The qualifying examination is given each September, and the student is required to take it at the end of his first full year of residence. A single comprehensive test will be set, divided historically into

three periods: (1) up to A.D. 1500, (2) 1500–1870, (3) since 1870. Candidates are, however, expected to use the examination as an occasion for dealing with the questions raised in an analytical manner, and for developing ideas of their own, rather than for repeating factual information about the history of philosophy. Credit will accordingly be given for analytical power and for original ideas, as much as for a grasp of the historical points at issue.

For each historical period, set books will be named early in the academic year preceding the examination. While candidates are required to show general familiarity with the development of philosophy in each of the three periods, they are required to make a particularly close study of two of the books named for each period. Three or four texts will be named for each period, covering a range of topics in (e.g.) metaphysics, epistemology, logic, ethics and social philosophy, from which the candidate will chose two texts for special study. Specialized texts in (e.g.) mathematical logic or philosophy of religion will occasionally be named, without prejudice to candidates concentrating in other areas of philosophy. All examinations must be passed with distinction within thirty months of initial enrollment in order to qualify for the Ph.D. degree. No examination may be taken more than twice.

Language Requirement. A proficient reading knowledge of either French or German is required. A student must take an examination in either language by the spring term of his first year in residence and must meet the language requirement no later than the beginning of his fifth term in residence. Language examinations will be given early in the fall and spring terms. The department reserves the right to establish additional language requirements when necessary for a student's doctoral research.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he has completed his residence requirement, has passed with distinction all of the qualifying examinations, has fulfilled the language requirements and when the subject of his dissertation has been approved by the department.

Dissertation Topic Oral Examination. To meet the final requirement for admission to candidacy, a student must have departmental approval of a thesis prospectus and must pass with distinction an oral examination in the general area of his proposed topic.

Dissertation and Defense. When a student has been admitted to candidacy, the department chairman will appoint a dissertation adviser and a dissertation committee. The dissertation will be written under the supervision of this committee and when it has been read and accepted by the committee a final oral examination will be scheduled wherein the candidate will defend his dissertation.

Courses of Instruction

*PHILOSOPHY 104a. Pre-Socratic Philosophy

An intensive study of the fragments of the Pre-Socratics. A study of the transition from myth to philosophy.

PHILOSOPHY 105a. Plato

An introduction to Plato's thought through an intensive reading of several major dialogues. *Mr. Sommers*

*PHILOSOPHY 105b. Aristotle

Lectures on Aristotle's views on Knowledge, Being, the Cosmos, the Soul, and human life. Extensive reading from *Organon*, *Metaphysics*, *Physics*, *De Anima*, *Ethics* and *Politics* will be required.

PHILOSOPHY 107b. Medieval Philosophy

A survey of the development of philosophy from the Patristic Age to High Scholasticism. *Mr. Altmann*

PHILOSOPHY 108b. Greek Political Thought, The Tradition from the Age of Homer to Plato

An introduction to the origins and development of political speculation in Greece, from the writings of Hesiod and Solon to the age of Plato. Taught in English. *Mr. Stewart*

PHILOSOPHY 115a. Intermediate Logic

Propositional calculus. Quantification theory. Satisfiability and validity. Completeness. Lowenheim-Skolem theorem. Many-sorted logic. Theory of types. *Mr. van Heijenoort*

*PHILOSOPHY 117a. Ethical Theory in the Twentieth Century

Readings in the works of twentieth century authors. Attention will be given to questions concerning the meaning of ethical terms, the nature and function of moral judgments, moral reasoning and principles, and concepts of volition and action as they pertain to problems of ethics.

*PHILOSOPHY 118b. Philosophy and the Idea of Nature

The roots of philosophical problems in natural science, with particular reference to the seventeenth and eighteenth centuries.

*PHILOSOPHY 119a. Theory of Knowledge

Such questions as the nature of truth, the reliability of sense perception, and the problem of a priori knowledge will be discussed.

PHILOSOPHY 121b. Foundations of Mathematics

Formal systems. Godel's theorems and consequences. Consistency proofs. Introduction to the theory of recursive functions. Hilbert's program and institutionism. *Mr. van Heijenoort*

* Not to be given in 1968-69.

PHILOSOPHY 124a. Conceptual Change

The nature of conceptual systems and their relationship to intellectual traditions, in the sciences, arts and elsewhere. The problem of historical relativism (Collingwood and Kuhn); models of conceptual evolution; rational criteria of intellectual choice. The emphasis of the course is on the mutual relevance of sociology of knowledge, history of ideas and epistemology. *Mr. Toulmin*

***PHILOSOPHY 130a. Philosophy of Logic**

An examination of the fundamental notions of logic. Signs and symbols. Sentences, statements, and propositions. Negation, implication, deductibility, logical consequence. Theory of descriptions. The relation of formalized logic to ordinary language.

***PHILOSOPHY 131a. Theory of Symbols**

Types and functions of symbols and symbolic schemes in perception and cognition, and in the arts and sciences. Languages and notations; discursive, digital, and analog systems. Representation, expression, description. Models and metaphors.

PHILOSOPHY 132a. 19th Century Philosophy

A critical review and discussion of selected texts including Hegel, Schopenhauer, Marx, Nietzsche, J. S. Mill, and Bradley. *Mr. Child*

***PHILOSOPHY 132b. 19th Century and Early 20th Century Philosophy**

Philosophers to be studied include J. S. Mill, Bradley, Bergson, Peirce, James, Dewey.

***PHILOSOPHY 133a. Contemporary Continental Philosophy:**

Phenomenology and Existentialism

A review of recent philosophical thought.

***PHILOSOPHY 133b. Contemporary Analytic Philosophy**

Selected topics in metaphysics, epistemology and theories of meaning as treated by certain contemporary analytic philosophers.

***PHILOSOPHY 140b. Philosophy of Science**

A critical discussion of the topics of explanation, confirmation, theoretical terms, and scientific methodology.

***PHILOSOPHY 143a. Continental Rationalism**

Intensive study of selected works of Descartes, Spinoza and Leibnitz.

PHILOSOPHY 143b. British Empiricism

Intensive study of selected works of Locke, Berkeley and Hume. *Mr. Burian*

PHILOSOPHY 147a. American Philosophy

An historical survey and analysis of leading men and movements in American philosophy both of formal philosophers and social critics including the transcendentalists, the pragmatists and individualistic thinkers such as Thorstein Veblen, M. R. Cohen and George Santayana. *Mr. Weisberg*

• Not to be given in 1968-69.

PHILOSOPHY 151bR. Social and Political Philosophy

A study of several dominant themes in social and political philosophy: the concepts of natural law, civil disobedience and liberty. *Mr. Weisberg*

***PHILOSOPHY 152b.** Philosophy of History

Various epistemological and methodological issues.

***PHILOSOPHY 156a.** Philosophy of Mind

A discussion of several major problems in the philosophy of mind.

***PHILOSOPHY 157a.** Philosophy of Language

Nature and uses of language, theories of meaning, and predication.

PHILOSOPHY 158a. Metaphysics

An examination of the idea of a structure of experience. Discussion will include the topics of substance and frameworks of knowledge. *Mr. Greenberg*

PHILOSOPHY 160b. Linguistic Philosophy

Examination of critical linguistic methods in analytic philosophy. *Mr. Sommers*

***PHILOSOPHY 167a.** Kant

A contemporary analytic approach to certain problems in the *Critique of Pure Reason*.

PHILOSOPHY 200. Pro-Seminar

Required of all first year students.

Staff

PHILOSOPHY 203b. Seminar in Rationalism

Mr. Diamandopoulos

PHILOSOPHY 205a.** Seminar in Ancient PhilosophyPHILOSOPHY 205b.** Seminar in Modern Philosophy**PHILOSOPHY 215b.** Seminar on Advanced Topics in Logic

Mr. van Heijenoort

PHILOSOPHY 222a.** Seminar in EthicsPHILOSOPHY 225b.** Seminar in the Philosophy of History and the Social Sciences***PHILOSOPHY 226a.** The Idea of Historical Development

Transformations in ideas about the antiquity, and the patterns of change of society and of nature, with special reference to the period 1700–1875.

PHILOSOPHY 230a. Seminar in Classical Logic

Mr. Sommers

PHILOSOPHY 232b.** Logical Structure of ExperiencePHILOSOPHY 245b.** Seminar in the Philosophy of Science

^o Not to be given in 1968–69.

PHILOSOPHY 257a. Seminar in the Theory of Knowledge

Philosophical problems of perception and cognition, considered in relation to changing ideas in the natural and social sciences, i.e. neurophysiology, psychology of language-learning, cultural anthropology, etc.

Mr. Toulmin

***PHILOSOPHY 258b. Seminar in Metaphysics**

PHILOSOPHY 259b. Seminar in Ontology *Mr. Sommers*

PHILOSOPHY 300a and b. Readings in Philosophy *Staff*

PHILOSOPHY 400–408. Dissertation Research

Independent research for the Ph.D. degree.

- | | |
|--------------------------------|--------------------------------|
| 400. <i>Mr. Sommers</i> | 405. <i>Mr. Burian</i> |
| 401. <i>Mr. Aiken</i> | 406. <i>Mr. van Heijenoort</i> |
| 402. <i>Mr. Weisberg</i> | 407. <i>Mr. Child</i> |
| 403. <i>Mr. Diamandopoulos</i> | 408. <i>Mr. Greenberg</i> |
| 404. <i>Mr. Toulmin</i> | |

Philosophy Colloquium

The Philosophy Colloquium meets monthly and attendance is required. Distinguished visitors read papers and discuss their current work at these colloquia.

Physics**Objectives**

The graduate program in physics is designed to equip the student with a broad understanding of all major fields of physics and to train him to carry out independent original research. This objective is to be attained by formal course work and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence by the student of his knowledge, understanding and proficiency in classical and modern physics, and in mathematics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, can be carried out in the following areas:

Theoretical Physics: Quantum theory of fields; meson theory; quantum electrodynamics; elementary particle physics; general theory of relativity; nuclear physics; quantum statistical mechanics; thermodynamics of irreversible processes; quantum theory of the solid state; the many-body problem; kinetic theory of ionized gases; plasma physics; theoretical astrophysics.

* Not to be given in 1968–69.

Astrophysics: Stellar constitution; stellar and galactic evolution; radiative transfer; cosmology and cosmogony; stellar mechanics; continuum mechanics.

Experimental Physics: Nuclear physics; high energy experimental physics, primarily work with bubble chambers on the properties of the strange particles; atomic and molecular beams; optical pumping; solid state physics; nuclear magnetic resonance; phase transition phenomena; low temperature physics.

Admission

As a rule, only candidates for the Ph.D. degree will be accepted. The general requirements for admission to the Graduate School apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

Faculty

Professor JACK S. GOLDSTEIN, *Chairman and Director, Astrophysics Institute: Astrophysics. Radiative transfer. Stellar interiors.*

**Professor STEPHAN BERKO: Experimental nuclear and solid state physics. Positron interactions in solids.

Professor STANLEY DESER: Quantum theory of fields. Elementary particles. General relativity.

Professor EUGENE P. GROSS: Quantum theory of multiparticle systems. Quantum theory of solids. Kinetic theory. Plasma physics.

**Professor EDGAR LIPWORTH: Atomic and molecular beams. Optical pumping. Lasers.

Professor HOWARD J. SCHNITZER: Nuclear theory. Elementary particle theory.

Professor SILVAN S. SCHWEBER: Quantum theory of fields. Elementary particle physics. Quantum theory of multiparticle systems.

Visiting Associate Professor PRADIP BAKSHI: Plasma physics. Mathematical physics.

***Associate Professor MAX CHRETIEN: Experimental high energy physics. Elementary particles.

Associate Professor MARCUS T. GRISARU: Field theory. Mathematical physics. Elementary particles.

** On Leave, Fall Term, 1968-69.

*** On Leave, Spring Term, 1968-69.

*Associate Professor HUGH N. PENDLETON III: Elementary particles. S-matrix theory. Quantum theory of atoms, molecules and solids.

Assistant Professor H. DANIEL COHEN: Experimental physics at low temperatures. Liquid helium.

Assistant Professor IRA H. GILBERT: Statistical mechanics of stellar systems.

Visiting Assistant Professor KENNETH I. GOLDEN: Theoretical astrophysics. Plasma physics.

Assistant Professor PETER HELLER: Solid state experimental physics. Nuclear magnetic resonance.

Assistant Professor CHRISTOPH HOHENEMSER: Experimental atomic and nuclear physics.

Assistant Professor LAWRENCE KIRSCH: High energy experimental physics.

Assistant Professor ROBERT V. LANGE: Theoretical many body and solid state physics.

Visiting Assistant Professor FRANCO OCCHIONERO: Theoretical astrophysics. Relativistic stellar models.

Assistant Professor ALAN T. RAMSEY: Experimental atomic physics.

Assistant Professor PETER SCHMIDT: High energy experimental physics.

*Assistant Professor SANFORD E. WOLF: High energy experimental physics.

DR. L. KENT MORRISON: Quantum field theory.

Degree Requirements

Program of Study. The requirements for advanced degrees in the Department of Physics are as follows:

Master of Arts

1. One year's residence as a full-time student.
2. Eighteen semester hours of advanced courses in physics.
A thesis on an approved topic may be accepted in place of a semester course.
3. Reading knowledge of French, German, or Russian.
4. Satisfactory performance in the General Examination.

* On Leave, 1968-69.

Doctor of Philosophy

1. Two years' residence as a full-time student.
2. Twenty-seven semester hours of advanced courses in physics.
3. Reading knowledge of two foreign languages chosen from French, German and Russian. (Italian may be substituted for French.) A knowledge of computer programming may be substituted for a *second* language.
4. Outstanding performance in the General Examination.
5. Passing of an Advanced Examination in topics related to the student's thesis subject. This examination will normally be taken after preparatory studies in the prospective field of research.
6. Doctoral thesis and final oral examination.

Program of Study and Course Requirements. Normally, first year graduate students will elect lecture courses from the 100 series; second year students from the 200 series. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of "A" or "B" in that course. A student who obtains a grade lower than "B" or an "Incomplete" in two or more courses in any term will not be allowed to continue his studies beyond the end of that academic year. (A course from which a student withdraws after midterm will be considered as "Incomplete.")

A student may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of the graduate courses at Brandeis and that he obtained an honor grade in these courses.

Residence Requirements. A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution. No transfer residence credit will be allowed toward fulfillment of the Master's requirements.

Language Examinations. The language examination consists of a written translation of a scientific text into English. It is arranged informally between the student and the foreign language examiner. The computer programming examination consists of three parts:

In Part 1 a student is given a problem which will require a reasonably complete knowledge of Fortran and some non-trivial logic. The student will be expected to know how to punch the cards, assemble the program ("debug" if necessary), check correctness of calculation, etc., and present printed results to the examining committee.

In Part 2 the above procedure is repeated on a different problem; however, SPS programming must be used.

Part 3 consists of an oral examination in which the student should demonstrate a general knowledge of computers (their usefulness, logical and memory capacity speeds, etc.).



For further information concerning the computing examination, consult the Director of the Computer Center.

General Examination. The General Examination consists of an oral examination administered by a faculty committee and should be taken by all degree students by the end of their third term. One language examination must be taken before the General Examination.

The General Examination is designed to test whether a student has understood and integrated the material of his undergraduate and first year graduate studies. It consists of a series of an examination in depth, in two subjects agreed upon in advance. Its contents are not related to particular lectures at Brandeis. To prepare for the General Examination the student is advised to consult the graduate adviser as early as possible. Satisfactory grades, or the equivalent, in Physics 100a, 101a and b, 102a and b, and 110a and b are prerequisites to the examination.

The General Examination should be taken before the *fourth term* of study at Brandeis. Qualified students are encouraged to take it earlier. Students with a Master's degree from another university *must* take it within a year after entering Brandeis.

Outstanding performance on the General Examination qualifies a student for a Master's degree and allows him to present himself for the Advanced Examinations. Satisfactory but not outstanding performance qualifies a student for the Master's degree. The student may present himself, within a year, for re-examination on those parts of the General Examination in which his performance was not outstanding. In the case of unsatisfactory performance a student may either be asked to withdraw from the University or he may be allowed, within a year, to take the General Examination again.

Advanced Examination. The Advanced Examination is designed to test the student's knowledge and abilities in his chosen field of research. After passing the General Examination, the student begins work with an adviser who guides his research program. The adviser should be a member of the Brandeis faculty but in special circumstances may be a physicist associated with another research institution. The adviser will work out a program of study to familiarize the student with current research in his field and to explore possible dissertation topics. The Graduate Committee of the Physics Faculty will then appoint a dissertation committee, to which the student must submit a written progress report at the end of each term. The student's dissertation adviser will be the chairman of the dissertation committee. The Advanced Examination will cover the student's field of research, as well as closely related topics, and will be taken on a date set by the adviser within three terms of passing the General Examination. It will be administered by the dissertation committee, which will determine its content and form (written or oral). Depending upon the recommendation of his adviser and his performance in the Advanced Examination, the committee will recommend the student for admission to candidacy for the doctorate, allow him a second attempt, or request him to withdraw from the University.

Dissertation and Final Oral Examination. The doctoral dissertation must represent a piece of original research of a standard acceptable to a faculty committee (dissertation committee) appointed for each Ph.D. candidate. The final oral examination, or defense, is an examination in which the student will be asked questions pertaining to his dissertation research.

Courses of Instruction

PHYSICS 100a. Theoretical Mechanics

Mechanics of point systems. Lagrangian and Hamiltonian methods. Small vibrations. Transformation theory. Integral invariants. Kinematics and dynamics of rigid bodies. Perturbation theory. Relativistic mechanics. *Mr. Golden*

*PHYSICS 100b. Continuum Mechanics

The mechanics of continuous media. Hydrodynamics; non-linear phenomena; shock waves.

PHYSICS 101a and b. Electromagnetic Theory

Electrostatics, magnetostatics, boundary value problems. Maxwell's Equations. Quasi-stationary phenomena. Radiation. *Mr. Deser*

PHYSICS 102a. Quantum Mechanics

A critical review of the experiments leading to the quantum hypothesis measurements and their quantum mechanical descriptions. Observables and states. Quantum logic. Quantum kinematics and dynamics. *Mr. Gross*

* Not to be given in 1968-69.

PHYSICS 102b. Quantum Mechanics

Application of quantum mechanics. Description of the properties of atoms, molecules and simple solids. Perturbation theory and elementary scattering theory.

Mr. Gross

***PHYSICS 103a. Low Energy Nuclear Physics**

Experimental methods. Phenomenology of nuclear properties. Two-nucleon problem. Models for nuclear structure. Radioactivity.

PHYSICS 103b. High Energy Nuclear Physics

High energy accelerators and particle detectors. Relativistic kinematics. Classification schemes of elementary particles.

Mr. Kirsch

PHYSICS 104a and b. Solid State Physics

Thermal, electric and magnetic properties of solids. Lattice vibrations. Specific heat. Band theory of solids. Fermi surface.

Mr. Hohenemser and Staff

PHYSICS 109a and b. Advanced Laboratory

Experimental Physics Staff

PHYSICS 110a. Mathematical Physics

Complex variables. Differential equations. Boundary value problems. Special functions. Integral equations. Numerical methods.

Mr. Morrison

PHYSICS 110b. Mathematical Physics

Linear vector spaces: matrices, operators, Hilbert spaces. Orthogonal functions. Probability theory.

Mr. Morrison

***PHYSICS 200a. Special Theory of Relativity**

Foundations of the special theory. Lorentz transformations. Four-dimensional formulation of physics. Relativistic mechanics. Classical theory of fields.

***PHYSICS 200b. General Theory of Relativity**

Physical and mathematical background: the equivalence principle, tensor analysis, affine spaces, Riemannian manifolds. The Einstein field equations and their physically important special solutions. Experimental verification. The gravitational field as a dynamical system; application of field theoretical methods.

PHYSICS 201a. Thermodynamics and Kinetic Theory

Thermodynamics. Chemical reactions. Irreversible processes. Kinetic theory. Diffusion. Boltzmann equation.

Mr. Schweber

PHYSICS 201b. Statistical Mechanics

Ensembles and phase space. Maxwell-Boltzmann distribution. Boltzmann's H-theorem. Bose-Einstein and Fermi-Dirac distributions. The quantum mechanical H-theorem. Statistical explanation of thermodynamics. Applications: theory of condensation, low temperature phenomena.

Mr. Schweber

PHYSICS 202a and b. Advanced Quantum Mechanics

Formal theory of scattering. Elementary quantization of radiation field. Quantum theory of multiparticle systems. Green's function.

Mr. Schnitzer

* Not to be given in 1968-69.

***PHYSICS 203a and b. Elementary Particle Physics**

An introduction to the phenomenology of elementary particle physics. Theoretical approaches to the dynamics of strongly-interacting elementary particles. Dispersion relations, symmetries, and current algebras.

***PHYSICS 204a. Solid State Physics**

Adiabatic approximation. Molecular structure. Electronic structure of solids. Specific heats. Theory of electric and thermal conductivity of solids. Electron-lattice interactions. Superconductivity. Collective interactions in solids.

PHYSICS 205b. Atomic Physics

Microwave spectroscopy, NMR, masers, lasers. Optical pumping.

Mr. Lipworth

PHYSICS 207a and b. Plasma Physics

Electrodynamics and statistical mechanics of classical plasmas: the dielectric tensor, dispersion relations, fluctuation-dissipation theorem, dynamics of a test particle in a plasma, and plasma kinetic equations.

Mr. Golden

PHYSICS 208a and b. Astrophysics

Hertzsprung-Russell diagram. Classification of stellar systems. Physics of stellar interiors. Radiative transfer problems. Abundances of the elements. Stellar models. Physics of the interstellar medium. Origin of cosmic rays.

Mr. Occhionero

PHYSICS 209. Laboratory Seminar

Analysis of some important recent experiments (such as molecular beams, cyclotron, etc.) to understand apparatus and techniques.

Experimental Staff

***PHYSICS 210a and b. Statistical Plasma Theory**

Green's Function Formalism; quantum plasmas; linear response functions; collective modes; classical kinetic equations.

PHYSICS 301a and b. Topics in Particle Physics

The interaction of charges and radiation. Properties of elementary particles. Dispersion relations and symmetries.

Messrs. Grisaru, Schnitzer and Staff

***PHYSICS 302b. Quantum Theory of Fields**

The theory of interacting quantized fields. Quantum electrodynamics. Mesodynamics. Field theoretical description of the weak and strong interactions.

***PHYSICS 303a. Quantum Theory of Solids**

The application of the principles of quantum mechanics to the solid state.

***PHYSICS 303b. Selected Topics in Solid State Physics**

According to the interest of the students, various advanced topics in solid state physics will be discussed. (Superconductivity, ferromagnetism, band structure, etc.)

^o Not to be given in 1968-69.

PHYSICS 310a and b. Advanced Topics in Mathematical Physics

Systematic development of mathematical techniques, with applications to important physical problems. Topics will include: Perturbation Methods, Asymptotic Methods, Operator Techniques, Singular Integral Equations, Wiener-Hopf Technique.

Mr. Bakshi

PHYSICS 321. Seminar in Special and General Relativity**PHYSICS 323. Seminar in Quantum Theory of Fields*****PHYSICS 324a. Seminar in Advanced Statistical Mechanics****PHYSICS 325a. Seminar in Astrophysics**

Various topics in astrophysics, including theories of formation of the solar system.

To be announced

Research Courses**PHYSICS 401. Experimental Atomic and Molecular Physics** *Mr. Lipworth***PHYSICS 402. Theoretical Atomic and Molecular Physics** *Mr. Pendleton***PHYSICS 403. Experimental Nuclear Physics**

Messrs. Berko and Hohenemser

PHYSICS 404. Theoretical Nuclear Physics *Mr. Schnitzer***PHYSICS 405. Experimental Elementary Particle Physics**

Messrs. Chrétien, Kirsch and Wolf

PHYSICS 406. Theoretical Elementary Particle Physics

Messrs. Grisaru, Pendleton, Schnitzer and Schweber

PHYSICS 407. Experimental Solid State Physics

Messrs. Berko, Heller and Hohenemser

PHYSICS 408. Theoretical Solid State Physics *Messrs. Gross and Lange***PHYSICS 409. Relativity** *Mr. Deser***PHYSICS 410. Mathematical Physics** *Messrs. Grisaru and Schweber***PHYSICS 411. Statistical Physics** *Messrs. Gross and Pendleton***PHYSICS 412. Astrophysics** *Messrs. Gilbert, Golden and Goldstein***Politics****Objectives**

The graduate program in politics, leading to the degree of Doctor of Philosophy, emphasizes comprehensive professional training by stressing both the fundamentals of the discipline grounded in the study of political thought and institutions and the requirements of method and analytical skills.

* Not to be given in 1968-69.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are required to take the Graduate Record Examination.

Faculty

Professor ROY C. MACRIDIS, *Chairman*; Professors JOHN P. ROCHE, KENNETH N. WALTZ; Associate Professors DONALD HINDLEY, GEORGE A. KELLY, RUTH SCHACHTER MORGENTHAU, I. MILTON SACKS, PETER WOLL; Assistant Professors ROBERT J. ART, EUGENE BARDAKCH, ERIC A. NORDLINGER, O. RALPH RAYMOND II, LELIE L. ROOS, JR.; Dr. ERNEST STOCK.

Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. However, the M.A. degree will be awarded after the successful completion of the qualifying examination by the candidate and a demonstration of proficiency in one language.

In special cases and with prior approval of the director of the graduate program, the M.A. may be awarded after the completion of the first year's residence. In order to do so, the first year student must show satisfactory work in all his courses and must either submit a thesis paper that is read and found adequate by two members of the Department, or take an oral examination, the contents of which will be decided on an *ad hoc* basis.

Doctor of Philosophy

Students should note certain special features of the program, in particular, (a) instruction in small seminars under close faculty supervision, (b) the encouragement of field work or supervised research in connection with dissertation research, (c) university teaching experience. Each student is assigned to a departmental adviser who will help him to plan his program of study.

Program of Study. The student must complete two years in residence and a minimum of forty-eight course credits. Of these forty-eight credits, nine may be taken in related fields, or more with the permission of the student's graduate adviser.

Language requirements. By the end of his first year of study, the student must demonstrate proficiency in one approved foreign language. Proficiency in a second language, or in a designated skill (statistics, computer programming), must be demonstrated before the fourth semester in residence.

Qualifying Examination. Normally, the student will take the qualifying examination during his fourth semester of residence. The examination will cover three of five fields—American government, political philosophy, political theory, comparative politics, and international relations. The following is a summary of the five fields:

Comparative Government. Students must be conversant with the different approaches and methods of comparative politics and in general with the recent literature dealing with them. In addition, the candidate must demonstrate a substantive knowledge of the institutions and politics of any two of the following areas: Western Europe, Asia, Africa and the Soviet Union.

American Government. Students must cover in depth two fields from among the following and be generally conversant with the remainder: Congress; the President; constitutional law; parties, pressure groups and public opinion; public administration; state, local and metropolitan government. The major methodological approaches in these fields should be understood, as well as the relevant literature.

Students should consult with individual professors for reading lists, and should seek from the professor they wish on their committee an appraisal of what he in particular wishes them to cover.

International Relations. The student must demonstrate competence in both the theory and practice of international politics. For the latter purpose, knowledge of historical patterns of the relations of states or of patterns of regional relations and transnational movements is necessary. In addition, the student must show special competence in two of the following: American foreign policy, comparative politics of foreign policy, national security policy, international ideological movements.

Political Philosophy. Students taking the qualifying examination in political philosophy are expected to indicate general knowledge of the history of political thought.

Political Theory. The student will prepare for examination in the empirical and methodological dimensions of political analysis and enquiry.

Admission to Candidacy. A student may be admitted to candidacy for the Ph.D. degree when he has completed his residence requirement, has passed the qualifying examination, has fulfilled the language requirement and when the subject of his dissertation has been approved by the department.

Dissertation and Defense. The dissertation will be completed under the supervision of the student's adviser and must have the approval of a departmental committee of at least two members. Twenty-four credits beyond the required forty-eight will be allowed for dissertation research. It is assumed that the writing of the dissertation will take at least one year. Finally, the student must successfully defend his dissertation at a final oral examination.

Courses of Instruction

Group I. American Politics

*POLITICS 121a. The Politics of Urban Areas

An examination of the evolutions and problems of state, local and regional governmental units.

POLITICS 128a. Public Administration and Public Policy

This course will examine the nature of public policy outputs of political subsystems in American government. The demands, supports and structures of various subsystems will be analyzed to determine those factors that are most important in shaping public policy.

Mr. Woll

POLITICS 129b. Politics and the Professions

This course will examine the nature of public policy outputs of political subsystems in American government. The demands, supports, and structures of various subsystems will be analyzed to determine those factors that are most important in shaping public policy.

Mr. Woll

POLITICS 140a. The American Presidency

An analysis of the nature and role of the American Presidency. The contemporary institution of the presidency will be examined, and its effectiveness discussed in terms of the requirements of the modern democratic state. The course will include discussions of the sources of presidential power, the constitutional basis of the presidency, the role of the Executive Office, the relationship between the Presidency and Congress, the Judiciary, and the bureaucracy.

Mr. Woll

POLITICS 156a. History of American Constitutional Law and Theory

See History 166a.

Mr. Levy

POLITICS 156b. History of American Constitutional Law and Theory

See History 166b.

Mr. Levy

*POLITICS 211b. The American Voter

Patterns and trends in voting behavior in the United States.

* Not to be given in 1968-69.

*POLITICS 212a. Trends in Constitutional Law

POLITICS 213b. Policy Formation

A seminar. A study of aspects of policy making with reference to various organs of decision making in the Federal Government. *Mr. Woll*

POLITICS 214a. Urban and Community Problems

This seminar examines government, politics and policy development in urban America. *Mr. Binstock*

POLITICS 215a. Selected American Social Theorists: Studies in the History of American Political and Social Theory

See History 215a. *Mr. Lerner*

*POLITICS 215b. American Political Thought

*POLITICS 216a. The Federal Administration

*POLITICS 217b. Contemporary Problems of American Federalism

POLITICS 218b. American Ethnic Politics

An examination of the political acculturation of ethnic and religious groups including American Negroes. The course will be run as a workshop and students will be expected to conduct research on a particular group. The comparative approach will be used to help facilitive understanding of the nature of American political culture as well as the distinctive characteristics of each group. *Mr. Fuchs*

Group II. Comparative Government

POLITICS 144aR. The Political and Social Institutions of the Soviet Union

Beginning with a brief historical study of the Bolshevik revolution, this course will analyze the ideological and institutional sources of the Soviet state and party structures. Particular attention will be devoted to institutional development and its political, economic, and social causes and consequences. The final section will examine continuity and change in the post-Stalin period. *Mr. Raymond*

*POLITICS 152a. Political Parties

A comparative analysis of the internal distribution of power and the types of competition among political parties. Consideration of the factors that shape the operation of party systems and their interrelationships with governmental institutions and pressure groups. The students are free to choose any democratic party system as a subject for their papers.

*POLITICS 154b. Seminar in Government Planning

The theory and practice of modern government planning. The problems of planning in a democracy.

* Not to be given in 1968-69.

POLITICS 164a. The Politics of Africa

A study of nationalism, political thought and political institutions in Africa. Consideration is given to the evolution of African nationalism and to the political implications of continuity and change in social and economic organization.

Mrs. Morgenthau

POLITICS 164b. Seminar in African Political Development

Prerequisite: Politics 164a.

Mrs. Morgenthau

POLITICS 166a. The Politics of Northern Latin America

An introduction to the dynamics of political change in the Latin American republics.

Mr. Hindley

POLITICS 167a. Government and Politics: China and Japan

An examination of the development of political thought and governmental institutions in modern China and Japan. The principal forces producing the Kuomintang and Communist revolutions in China; the Chinese Nationalist and Chinese Communist states; constitutional development and political parties in Japan from the Meiji restoration to the present.

Mr. Sacks

POLITICS 168b. International Politics in the Pacific Area

Analysis of the forces underlying international relations in the Pacific area in the twentieth century. Topics include: Soviet-Asian states; Sino-Japanese conflict; America's stake in Asia; Communist China's foreign policy; prospect for peace in the Pacific.

Mr. Sacks

POLITICS 169a. Government and Politics: Southeast Asia

A survey of the struggle for independence and the post-independence political problems facing the peoples of mainland and island Southeast Asia. The course concentrates on Viet Nam, Laos, Thailand, Malaya, and Indonesia.

Mr. Hindley

***POLITICS 169b. Government and Politics: South Asia**

An introductory study of the peoples, political thought, and governmental institutions of South Asia (India, Pakistan, and Ceylon).

POLITICS 172a. Theories of World History

The course will focus on efforts of historians and historical theorists to explain the course of world history, with emphasis on Vico, the French 18th century historical theorists, Hegel, Marx, Nietzsche, Burckhardt, Spengler, Croce, H. G. Wells, Toynbee, Voegelin, McNeill.

Mr. Lerner

***POLITICS 173b. European Political Systems**

A seminar for the analysis of various theories and explanations for the operation of democratic political systems in Europe, combined with an intensive study of politics and society in England, France, and Germany.

* Not to be given in 1968-69.

POLITICS 174b. Political and Social Thought in Contemporary Germany (1918–1968)

This seminar will discuss in depth political developments in Germany since the end of World War I and the establishment of the Weimar Republic, the fall of the Republic, and the politics of the Nazi regime will be examined in detail, together with the subsequent developments.

Mr. Laqueur

POLITICS 177a. Comparative Foreign Policy

The course will deal with a discussion of the underlying factors shaping foreign policy and a detailed discussion of the foreign policy of some of the major powers including the United States and the Soviet Union.

Mr. Macridis

POLITICS 194b. Political Change in the Near East

Comparative study of political change in Turkey, Egypt, Iran and Pakistan. Emphasis will be on how institutional change in these countries can aid in the construction of theories of development.

Mr. Roos

POLITICS 203b. Comparative Political Analysis*POLITICS 232a. Politics in Developing States**

Studies in the theory and practice of national and international politics in selected developing states.

Mrs. Morgenthau

POLITICS 233a. Comparative Political Systems*POLITICS 233b. French Political Institutions**

This course will discuss in depth selected topics in contemporary French politics.

Mr. Macridis

POLITICS 234b. Comparative Administration*POLITICS 236b. Questions of Nationalism and Communism in Southeast Asia**

This seminar will examine problems related to the politics of Southeast Asia.

Mr. Hindley

POLITICS 237a. Political Cultures: A Comparative Overview*POLITICS 238aR. Selected Problems in African Politics**

Advanced individual research into the contemporary political problems of selected African countries. Emphasis will be on the use of primary material.

Mrs. Morgenthau

POLITICS 238b. Selected Topics on Latin American Politics*POLITICS 239b. Selected Topic on Asian Politics**

A research seminar including consideration of the following: nationalism and communism in Southeast Asia; regionalism in Southeast Asia, political development in Asia; and the role of the military and political parties.

Mr. Sacks

* Not to be given in 1968–69.

***POLITICS 240a. Political Sociology**

An examination of class structure, economic development, alienation, social values, voluntary associations and socialization patterns, as these help to account for different types of political attitudes, behavior and the operation of political systems.

POLITIC 240b. Political Sociology**POLITICS 241. European Politics****Group III. International Politics****POLITICS 168b. International Politics in the Pacific Area**

Analysis of the forces underlying international relations in the Pacific area in the twentieth century. Topics include: Soviet-Asian policies; the strategic position of the emergent Southeast Asian states; Sino-Japanese conflict; America's stake in Asia; Communist China's foreign policy; prospect for peace in the Pacific.

Mr. Sacks

POLITICS 171bR. The Soviet Union in World Affairs

This course will examine Soviet and communist policy in the light of ideological and state considerations, with particular attention being given to a study of the effects of competing motivational sources upon the consistency of Soviet foreign policy objectives. The second part of the course will be devoted to the decay of world communism as a single power center, the phenomenon of "polycentrism," communism as a system of states, and the changing pattern of communist state relations with the West and with the underdeveloped world.

Mr. Raymond

POLITICS 175bR. Contemporary International Relations: Internal War and International Politics

A theoretical and empirical investigation of the relation between internal civil violence and the characteristic inputs and responses of the international system from the point of view of historical sociology. Several case studies will be closely examined as illustrations of the broader theoretical questions.

Mr. Kelly

POLITICS 178a. American Foreign Policy

An analysis of the objectives of American foreign policy. Concepts such as the national interest, isolation, imperialism, collective security, collective defense and balance of power will be examined from the standpoint of the American experience. Illustrative material will be drawn from both the nineteenth and twentieth centuries. Comparisons with Great Britain, France, and the Soviet Union will be used to sharpen the analysis. Attention will also be paid to the impact of changing technology on American strategic objectives. The course will end with an analysis of the causes of and responsibilities for the beginnings of the Cold War.

Mr. Art

POLITICS 178b. American Foreign Policy

An analysis of the formulation and implementation of the objectives of American foreign policy. The course will focus on two areas: how foreign policy decisions are made and how they can be effectively carried out. Included in the analysis

^a Not to be given in 1968-69.

will be an examination of the effects of national character, bureaucratic behavior, governmental institutions, political personalities, and social groups on these two areas. Substantive issues, such as arms control, disarmament, limited war, and foreign aid, will be used to develop the concepts of the course. Also discussed will be the impact that nuclear weapons have had on the ways American foreign policy decisions are made.

Mr. Art

*POLITICS 179a. Problems of National Security

An examination of alternate political, military and economic strategies for securing national interests; a discussion of selected crises in American foreign policy since 1945.

POLITICS 180a. Modernization and Foreign Aid

A study of the process of change in developing countries and how foreign aid can affect this process. Attitudes toward foreign aid and problems of development planning will be considered. The costs, risks, and limitations of American assistance will be discussed.

Mr. Roos

*POLITICS 204b. International Politics

POLITICS 251b. Research Seminar in International Relations

Students will write papers on aspects of a subject chosen for the semester.

Mr. Art

*POLITICS 252a. Integration at the International Level

*POLITICS 253b. Comparative Foreign Policy

*POLITICS 254a. Contemporary Theories in International Relations

A seminar. Students will write papers on aspects of a subject chosen for the semester, such as: stability, the relation of conflict to violence, nuclear diffusion, alliances, behavior characteristic of different types of states, or the effects of international structure on national policies.

Group IV. Political Theory

POLITICS 192b. Modern Political Ideologies

This course will study the main ideological currents of the twentieth century within the historical context in which they operated—the revolt against the Enlightenment, the Elitist theories; the varieties of Fascism; the impact of psycho-analysis; the divisions within Marxism; “the end of ideology”; the neo-Marxian radicalism whose best known representative is Herbert Marcuse. The method of approach in the interpretation of the ideologies will be psycho-sociological.

Mr. Goldhagen

POLITICS 193b. Survey Analysis

A discussion of both substantive findings and methodological problems connected with survey analysis. Substantive material will focus upon elite-mass characteristics and relationships in a number of countries, including India, Turkey and the United States.

Mr. Roos

• Not to be given in 1968–69.

POLITICS 196b. Topics in Modern Political Theory: Revolution and Revolutionary Political Thought

The Enlightenment and the Rise of Liberal Thought. Through an approach based on intellectual history and political analysis major figures and movements of thought in the eighteenth century will be closely examined, notably Locke, Montesquieu, Rousseau, and Kant. The French Revolution will be examined in its socio-political and political setting.

Mr. Kelly

***POLITICS 197b. Contemporary Political Theory**

A systematic analysis of contemporary problems in political theory.

***POLITICS 201a. Political Philosophy**

***POLITICS 202b. Empirical Political Sciences**

***POLITICS 271a. Current Issues in Political Thought**

***POLITICS 272a. Philosophy and Method of Politics**

POLITICS 272bR. Research Methods and Techniques

Problems of measurement, survey research, computer analysis of data, cost-effectiveness in research. Emphasis will be placed upon opportunities for secondary analysis through various inter-university cooperative arrangements and upon evaluation of material on public opinion and attitude formation.

Mr. Roos

***POLITICS 273a. Major Political Philosophers**

***POLITICS 274a. Organizational Theory and Administration**

***POLITICS 275b. Community, Power, and Decision Making**

***POLITICS 277b. Toward a General Theory of Politics**

POLITICS 301. Readings in Politics

Staff

POLITICS 400–408. Dissertation Research

Independent research for the Ph.D. degree.

400. *Mr. Fuchs*

404. *Mr. Roche*

401. *Mr. Lerner*

405. *Mr. Sacks*

402. *Mr. Macridis*

406. *Mr. Waltz*

403. *Mrs. Morgenthau*

* Not to be given in 1968–69.



Psychology

Objectives

The graduate program in psychology leading to the degree of Doctor of Philosophy is designed for students of promise in the field of general psychology with emphasis on theoretical, historical and experimental studies and research projects. Courses and seminars in special areas, such as physiological psychology, are offered to all graduate students, but no specialized training or special degrees are given. Graduate programs reflecting a balanced exposure to diverse areas in the field of psychology are arranged by the student in consultation with his faculty adviser and are reviewed by the department faculty.

All regular graduate students pursue programs leading to the Ph.D. degree. The Ph.D. program includes fulfilling the requirements for the degree of Master of Arts, which are (a) the successful completion of a year of graduate work, (b) the demonstration of reading proficiency in one foreign language, (c) the completion of a Master's thesis, and (d) passing an oral or written qualifying examination in the area of the thesis or one of the regularly scheduled qualifying examinations. Candidates for the degree of Master of Arts only are not admitted. Special students, who are not candidates for a degree, may occasionally be admitted; such admissions are for one year and may be renewed upon petition.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

An undergraduate major in psychology is not required, although it will be favored. Students with inadequate preparation may make up their deficiencies during their first year, but without residence credit. Preference will be given to students who have completed, in addition to basic courses in theoretical and experimental psychology, a broad liberal arts program with some training in the natural and social sciences. Students will be admitted on a competitive basis which will include evaluation of previous academic record and the results of the Graduate Record Examinations (Advanced, Aptitude and Profile Tests), and the Miller Analogies Test.

Faculty

***Professor RICARDO B. MORANT, *Chairman*: Experimental psychology. Developmental psychology. Perceptual mechanisms. Sensation and perception.

Professor EUGENIA HANFMANN: Clinical psychology. Personality theory.

Visiting Professor DAVID KRECH: Learning theory. Social psychology.

Professor BRENDAN A. MAHER: Experimental clinical psychopathology. Conflict. Language.

Professor ABRAHAM H. MASLOW: Personality theory. Transcendence theory. Experiential approaches to personality.

Professor HARRY RAND: Clinical practice and training.

Professor MARIANNE L. SIMMEL: Sensory physiology. Cognitive processes. Perception.

Visiting Associate Professor MAURICE HERSHENSON: Perception. Developmental theory.

Associate Professor JAMES B. KLEE: Motivation and emotion. Symbolic and cognitive processes. Human and animal learning.

Associate Professor JEROME WODINSKY: Comparative psychology. Learning theory. Sensory physiology.

Assistant Professor JOHN FREDERIKSEN: Mathematical psychology.

**Assistant Professor RICHARD KATZ: Non-verbal communication. Personality, social.

Assistant Professor HARVEY LONDON: Social psychology. Group dynamics.

Assistant Professor MELVIN SCHNALL: Child and developmental psychology.

Assistant Professor SIDNEY STECHER: Psychophysics. Experimental psychology. Sensory psychophysiology.

Assistant Professor ARTHUR WINGFIELD: Human memory. Cognitive processes. Experimental psychology.

Adjunct Lecturer DONALD B. GIDDON: Physiological psychology. Psychosomatic relations.

Lecturer JOHN W. SENDERS: Statistics.

♦ On Leave, Fall Term, 1968-69.
♦♦ On Leave, Spring Term, 1968-69.

Degree Requirements

Doctor of Philosophy

Four years of full-time graduate study are usually required for the Ph.D. During the first two years, the student will carry fifteen credit units per semester. The ordinary program for the first year of study includes (a) Psychology 300 (Departmental Colloquium); (b) Psychology 200a and b (Observation and Research Strategies in Psychology); (c) Psychology 204a and b (Contemporary Issues in Psychology); (d) Psychology 210a (Advanced Psychological Statistics); and (e) one or two other seminars or courses at the 100 level or above.

Entering students who do not pass an exemption examination are required to take the undergraduate statistics course or its equivalent during their first semester. During the second year of study, students are required to take five full courses or seminars over the year including Psychology 300 (Departmental Colloquium), Psychology 250 (Master's Research) and Psychology 290-299 (Readings in Psychological Literature). Third year students are expected to attend departmental colloquia and to enroll in at least one seminar each semester. Students may audit any courses or seminars with the permission of the instructor.

Evaluation of Proficiency. A. Students are expected to achieve a thorough knowledge of fundamentals in certain areas of psychology during their first three years. Two general areas and six special areas have been defined by the faculty as follows:

a. *General Areas:*

1. History and Systems
2. Statistical Methods

b. *Special Areas:*

Group A:

1. Sensation and Perception
2. Learning and Thinking
3. Physiological and Comparative Psychology

Group B:

4. Personality and Motivation
5. Psychopathology and Clinical Psychology
6. Child and Social Psychology

Students must take the two general area examinations in written form. In addition, examinations must be taken in three of the special areas, two from one of the groups and one from the other. The special areas examina-

tions may be written or oral, at the student's option. Examinations may be taken separately, and are offered in October, January and May. Students should register for examinations they wish to take three weeks before the scheduled date. Reading lists are provided for each area, and a designated faculty member is available for consultation concerning preparation for any examination.

Students are expected to take at least two examinations prior to the end of their third term in residence, and to fulfill all requirements described in this section by the end of the third year in residence.

The above qualifying examinations are meant as a sampling of the student's proficiency in general psychology, and should not exhaust the student's efforts to achieve a general background in psychology. The student's achievements in seminars, courses and research activities provide an important measure of competence in areas not selected for examination. Students will select at least one seminar from each of the three special areas in which qualifying examinations are not taken. The students will be informed of any deficiencies as soon as they are evident or, in any case, no later than the beginning of the fourth year of study.

Individual Research. Each student is expected to engage in research with the aim of developing competence in its planning, practice, and evaluation.

Teaching. Each student is expected to do some undergraduate teaching to develop competence in teaching, whether or not he receives remuneration as a teaching assistant.

Language Requirement. Reading proficiency in at least one foreign language is required. This language must be one in which substantial psychological literature exists. Language examinations are offered by the department four times a year, usually in September, December, February and May. Students are expected to satisfy the language requirement as soon as possible. By regulation of the Graduate School, a student who has not passed an examination in at least one foreign language by the end of his first year of study will not be eligible for financial aid from the university for the second year.

Admission to Candidacy. A student may be admitted to candidacy for the doctorate when he has fulfilled the above requirements.

Dissertation and Defense. Following the completion of all examinations, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The prospectus may be based on preliminary research conducted prior to the student's admission to candidacy for the doctorate. Upon approval by the faculty of the department, a dissertation committee of three or more members will be appointed by the

department chairman, including the dissertation sponsor as chairman of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his work, in consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the department faculty.

The student may, if he wishes, ask the department for *formal acceptance* of his prospectus. A prospectus that is to be formally accepted must provide a detailed outline of the experimental work to be done (if any) and of its theoretical basis. Such a prospectus will be voted upon by all members of the department. Once the department has formally accepted a prospectus, it will consider itself bound to accept the resulting dissertation as well, regardless of the experimental results, provided that the proposed work has been carried out.

When the student has presented a dissertation prospectus, whether or not he asks for formal acceptance, his dissertation committee will be responsible for evaluating his competence in the field of psychology within which the dissertation falls. This field will ordinarily include more than one of the areas defined above and may include such related areas as sociology, linguistics, one or more physical sciences, etc. The committee may, at its discretion, require written examination in the thesis field as a whole or in any part of it.

The dissertation should provide evidence of originality, scholarship and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chairman of the department of a copy of the thesis, signed by all three members of the thesis committee, and a successful defense of the thesis before all members of the department, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.

Courses of Instruction

*PSYCHOLOGY 115a. Experiential Approaches to the Study of Personality

A research-oriented examination of transformations of consciousness such as occur in "peak" or "psychedelic" experiences. Techniques for evoking these transformations of consciousness, for example, the "solo" experience and personal growth communities. Assessment of these transformations. The relationship between these transformations and society. Cross-cultural emphasis.

Enrollment limited to fifteen students.

PSYCHOLOGY 118a. Physiological Psychology

Those aspects of physiology most relevant to psychological investigation: the anatomy and physiology of receptor and effector organs, the neuron and synapse, sensory and motor neural pathways, the integrative activity of the central nervous system, the autonomic nervous system and the action of hormonal factors.

^{*} Not to be given in 1968-69.

Mr. Stecher

PSYCHOLOGY 119b. Comparative Psychology

Comparison of the behavior of various species, including man, in an evolutionary perspective. *Mr. Wodinsky*

PSYCHOLOGY 120a. Experimental Psychology

Individual or group research carried out under supervision. Techniques of experimentation, experimental design. *4 credits.* *Messrs. Morant and Wingfield*

PSYCHOLOGY 120aR. Experimental Psychology

Mr. Wingfield

***PSYCHOLOGY 122b. Advanced Experimental Psychology**

Individual research carried out under supervision. Analysis of the classical and newer psychophysical methods.

PSYCHOLOGY 123b. Non-Verbal Experience and Communication

An attempt to understand non-verbal experience and communication by examining specific non-verbal media such as body language and selected art forms. These media as expressive modes, stimulus material and assessment techniques. Cross-cultural emphasis.

Prerequisite: Permission of the instructor.

Enrollment limited to fifteen students.

Mr. Katz

PSYCHOLOGY 124b. Human Memory

A detailed examination of traditional and contemporary views on the nature and processes involved in short- and long-term memory. *Mr. Wingfield*

PSYCHOLOGY 130a. Psychology of Problem Solving and Learning

A study of the creative process, its background and consequences and its relation to perception and learning theory.

Enrollment limited to juniors, seniors and graduate students.

Mr. Klee

PSYCHOLOGY 131b. Psychology of Symbolic Processes

Culture as studied primarily from the frame of reference of psychology. Dreams, myths, and art as created, expressed, and as used in language, the humanities and sciences will be studied as psychological data. The place of psychology in relation to the humanities and the other sciences will be evaluated.

Enrollment limited to juniors, seniors and graduate students.

Mr. Klee

PSYCHOLOGY 132b. Psychology of Emotions

A consideration of the value dimension of the individual's dynamic relation to the world about him in both its positive and disruptive aspects.

Enrollment limited to juniors, seniors and graduate students.

Mr. Klee

PSYCHOLOGY 133a. Choice, Will and the Ego

A revaluation of the "active person." Choice, freedom, and responsibility will be considered as psychological problems. A study will be made of the relevance to choice and action of hedonics, knowledge, reason, and religion, and of man's relation to the perception of good and evil, sickness and health. An assessment of the individual's role in disease and conflict.

Enrollment limited to juniors, seniors and graduate students.

Mr. Klee

* Not to be given in 1968-69.

PSYCHOLOGY 134a. Abnormal Psychology

A socio-psychological and dynamic approach to behavior pathology with emphasis on current theories of pathogenic family structure. *Mr. Maher*

PSYCHOLOGY 134aR. Abnormal Psychology *Mr. Maher***PSYCHOLOGY 137a. Personality**

Selected personality variables and how they have been investigated. Topics will be studied so as to show their relationship to influential psychological theories. Not open to students who have taken 138b. *Mr. London*

PSYCHOLOGY 137aR. Personality *Mr. Maher****PSYCHOLOGY 138b. Theories of Personality**

A survey of current personality theories and their implications for research, for human development and for social institutions. The preliminary formulation of the student's own personality theory, both on implicit and explicit levels.

PSYCHOLOGY 140a. Learning and Behavior

Current theories of learning will be explored in the light of experimental evidence derived from human and animal studies. *Mr. Wodinsky*

PSYCHOLOGY 141b. Biological Bases of Motivation

Topics to be treated include hunger, thirst, migration, sexual behavior and parental behavior. Evidence from biology, neurophysiology and endocrinology will be evaluated.

Enrollment limited to fifteen students. *Mr. Wodinsky*

PSYCHOLOGY 142b. Psychosomatics

The interrelationships of psychological, social and cultural factors in physical disease. Topics include psychophysiological mechanisms in disease, physiological correlates of mental disease and "somato-psychic problems." *Mr. Giddon*

PSYCHOLOGY 143b. Cognitive Processes

Experiments in language, thinking and attention, with special reference to psychopathology.

Prerequisite: Psychology 50b or permission of the instructor.

Enrollment limited to fifteen students. *Mr. Frederiksen*

PSYCHOLOGY 144b. The Psychology of Language

Language development; names, concepts and symbols; expressive language; metaphor; problems of translation; pathology of language.

Enrollment limited to fifteen students. *Miss Simmel*

PSYCHOLOGY 145a. Psychopathology of Childhood

Theoretical and therapeutic implications of disorders in childhood, focusing on mental retardation and childhood psychosis.

Enrollment limited to fifteen students. *Mr. Schnall*

• Not to be given in 1968-69.

PSYCHOLOGY 146a. Psychopathology and Cognition

Alterations of perceptual and conceptual processes in brain-injured and schizophrenic patients.

Enrollment limited to fifteen students.

Miss Simmel

***PSYCHOLOGY 147b. Systematic Psychology**

A seminar focusing on the validity and purpose of contemporary theoretical formulations.

***PSYCHOLOGY 150b. The Psychology of Religious Experience**

A study of selected examples of religious experience, both contemporary and historical.

Enrollment limited to fifteen students.

PSYCHOLOGY 151b. Utopian Social Psychology

How good a society does human nature permit? Readings in Utopian literature and in normative social psychology.

Enrollment limited to seniors and graduate students in psychology and contiguous fields.

Mr. Maslow

PSYCHOLOGY 152b. Group Dynamics

A consideration of classical and current experimental approaches to the study of human interaction. Topics will include: history of group dynamics; conformity; obedience; group cohesiveness; social communication; social deviance; group affiliation; social determinants of emotion, etc.

Enrollment limited to fifteen students.

Mr. London

***PSYCHOLOGY 153b. Developmental Approaches to Cognition**

Examination of major developmental principles and descriptive systems and their utility in the examination of perception, language and thought. Emphasis on the work of Werner and Piaget.

Enrollment limited to fifteen students.

PSYCHOLOGY 155a. Advanced Educational Psychology

This seminar will intend to apply the emerging principles of humanistic and transhumanistic psychology to the problems of learning, teaching and education.

Enrollment limited to senior majors in Psychology with permission of the instructor; all graduate students.

Mr. Maslow

***PSYCHOLOGY 156b. Verbal Learning and Memory**

Experiments and theories in verbal learning and retention will be reviewed. Topics will include developments along various theoretical lines and will assess the current work in short-term memory.

Enrollment limited to fifteen students.

PSYCHOLOGY 159a. Perception

A survey of the field of perception with emphasis on theory and mechanisms. The interrelationship of perception and personality, phenomenology, social factors and sensory processes will be discussed.

Mr. Stecher

• Not to be given in 1968-69.

PSYCHOLOGY 160b. Color Vision and Visual Processes

Basic parameters and experiments governing visual processes and visual perception will be examined. Particular emphasis will be paid to color vision, theories and data from the points of view of physics, biology, psychology, art and aesthetics.

Mr. Stecher

***PSYCHOLOGY 161. Field Work in Clinical Psychology**

PSYCHOLOGY 200a and b. Observation and Research Strategies in Psychology *Mr. Morant and Staff*

PSYCHOLOGY 203a. Seminar in the Theory of Knowledge

See Philosophy 257a. *Mr. Toulmin*

PSYCHOLOGY 204a. Contemporary Issues in Psychology

Messrs. Wingfield and Stecher

PSYCHOLOGY 204b. Contemporary Issues in Psychology

Messrs. Katz, Schnall and London

***PSYCHOLOGY 206a. Seminar in Learning**

PSYCHOLOGY 207b. Seminar in Perception *Mr. Hershenson*

PSYCHOLOGY 208a. Seminar in Cognition *Miss Simmel*

PSYCHOLOGY 209a. Seminar in Physiological and Comparative Psychology *Mr. Wodinsky*

PSYCHOLOGY 210a. Advanced Psychological Statistics *Mr. Senders*

PSYCHOLOGY 210b. Advanced Psychological Statistics *Mr. Frederiksen*

PSYCHOLOGY 211b. Seminar in Developmental Psychology *Mr. Schnall*

PSYCHOLOGY 212a. Methodology for Research in Personality

Modes of observation, simple experimental intervention, the basic methods of experimental control, the interview, the formulation and testing of hypotheses, use of personal experience, the function of prediction and the implications of confirmation and disconfirmation. *Mr. Maher*

***PSYCHOLOGY 214a. History of Psychological Thought**

PSYCHOLOGY 216a. Selected Clinical Topics *Miss Hanfmann*

***PSYCHOLOGY 217b. Research Seminar in Clinical Psychology**

PSYCHOLOGY 218a. Seminar in Social Psychology *Mr. London*

PSYCHOLOGY 220. Supervised Individual Field Work *Staff*

PSYCHOLOGY 221. Clinical Psychopathology *Mr. Rand*

***PSYCHOLOGY 222a. Seminar in Conflict and Frustration**

^a Not to be given in 1968-69.

PSYCHOLOGY 250–262. Master's Research

Research for the M.A. degree under the supervision of:

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|-------------------------|---------------------------|
| 250. <i>Mr. London</i> | 257. <i>Mr. Senders</i> |
| 251. | 258. <i>Miss Simmel</i> |
| 252. <i>Mr. Katz</i> | 259. <i>Mr. Stecher</i> |
| 253. <i>Mr. Klee</i> | 260. <i>Mr. Wingfield</i> |
| 254. <i>Mr. Maher</i> | 261. <i>Mr. Wodinsky</i> |
| 255. <i>Mr. Morant</i> | 262. <i>Mr. Maslow</i> |
| 256. <i>Mr. Schnall</i> | |

PSYCHOLOGY 290–299. Readings in Psychological Literature

- | | |
|---|---------------|
| 290. History and Systems | Miss Simmel |
| 291. Statistical Methods | Mr. Stecher |
| 292. Sensation and Perception | Mr. Wingfield |
| 293. Learning and Thinking | Mr. Wodinsky |
| 294. Physiological and Comparative Psychology | Mr. Stecher |
| 295. Personality and Motivation | Mr. Maslow |
| 296. Psychopathology and Clinical Psychology | Mr. Katz |
| 297. Child and Social Psychology | Mr. Schnall |
| 298. Advanced Readings in Experimental Psychology | Staff |
| 299. Advanced Readings in Dynamic Psychology | Mr. Klee |

PSYCHOLOGY 300. Department Colloquium and Research Seminar

Mr. Morant and Staff

***PSYCHOLOGY 301. Seminar in Advanced Psychological Topics I**

PSYCHOLOGY 400–408. Dissertation Research

Independent research for the Ph.D. degree.

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|-------------------------|---------------------------|
| 400. <i>Mr. Klee</i> | 405. <i>Miss Simmel</i> |
| 401. <i>Mr. Maher</i> | 406. <i>Mr. Wodinsky</i> |
| 402. <i>Mr. Morant</i> | 407. <i>Mr. Maslow</i> |
| 403. <i>Mr. Schnall</i> | 408. <i>Miss Hanfmann</i> |
| 404. <i>Mr. Senders</i> | |

Sociology

Objectives

The graduate program in sociology is primarily a doctoral program and is designed for students who intend to devote themselves to teaching and research in sociology. The student may, by satisfying certain requirements, receive the M.A. degree during his course of study. The general objective is to educate students in the major areas of sociology with specialization in several of them.

* Not to be given in 1968–69.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Sociology Department.

In addition, all prospective students are encouraged to submit written material (papers, etc.) representative of their best work, which need not be, however, of a sociological nature.

Faculty

Professor MAURICE R. STEIN, *Chairman*: Communities. Sociology of literature.

Professor EGON BITTNER: Sociology of law.

*Professor LEWIS A. COSER: Sociological theory. Political sociology.

Professor Emeritus EVERETT C. HUGHES: Social organization. Race and ethnic relations. Occupations and work systems.

Visiting Professor PAUL KECSKEMETI: Social theory. Political sociology.

Professor MORRIS S. SCHWARTZ: Social psychology. Social psychiatry. Applied sociology.

Professor PHILIP E. SLATER: Family. Small groups.

Professor KURT H. WOLFF: Sociological theory. Sociology of knowledge.

*Associate Professor IRVING K. ZOLA: Deviance. Sociology of health and illness.

Assistant Professor FREDERICK F. ABRAHAMS: Political behavior. Methodology. Survey methods.

Assistant Professor J. BOIME: Social and political theory, the relation of violence to social structure.

Assistant Professor GORDON FELLMAN: Social psychology. Stratification. Comparative sociology.

Assistant Professor CHARLES FISHER: Sociology of science. Collective behavior.

Assistant Professor NEIL FRIEDMAN: Race relations. Urban sociology.

Assistant Professor ROSABETH MOSS KANTER: Social organization. Social psychology.

Assistant Professor LARRY ROSENBERG: Field methods. Social psychiatry.

^o On Leave, 1968-69.

Assistant Professor B. SVI SOBEL: Sociology of religion. Sociology of the Jews.

Assistant Professor SAMUEL E. WALLACE: Field methods. Violence.

In addition to the general fields represented by the above instructors, there are two special training programs: Field Methods Training Program and the Social Organization of Medical Care. For further information, please write to the Sociology Department.

Degree Requirements

Doctor of Philosophy

Program of Study. All entering students are expected to enroll in courses prescribed for the first year. If credit is granted for graduate work done at other institutions, normally it will be applied to the second year. In exceptional circumstances, the student may request departmental approval to substitute credit for work done elsewhere for the courses required in the first year. Substitution may depend upon examination in the course to be waived.

The program for the Ph.D. degree is ordinarily completed in three stages:

First Year

Fall Term: Sociology 200a; Sociology 203a; Sociology 204a and Sociology 290a.

Spring Term: Sociology 200b; Sociology 203b or Sociology 204b.

During the first year, the student is allowed, in addition to the above program, to take one elective course.

Second Year

Sociology 210a and 300c and five elective courses, three of which should be seminars or reading courses.

During the second year, after the student has passed one language examination and has completed three terms in residence at full-time, he may petition the department chairman for admission to candidacy for the M.A. degree. If the department judges that preparation for the degree has been sufficient, the student will be invited to submit to the department two papers written during this period for approval as Master's papers.

Third Year

Sociology 400: Dissertation Research.

Residence Requirement. The minimum residence requirement for the degree of Doctor of Philosophy is two years. It is expected that the Ph.D. will be earned within five years.

Language Requirements. Candidates for the Doctor's degree must demonstrate proficiency in two foreign languages, ordinarily French and German. Another language may, upon petition to the department, be substituted for either French or German.

Qualifying Examinations. All graduate students will be required to take qualifying examinations during their third year in the program with the exception of those students who have received credit for work done elsewhere. Those students will take the qualifying examinations during the second year in the program. The examinations are designed to test competence in three broad fields of sociology. The choice of fields will be determined by the student in consultation with his advisor and will be subject to departmental approval.

Except in the case of transfer students where a special date may be set, the initial choice of fields should be made by March 15 of the second year in residence. After the fields have been approved and an examining committee appointed, the student will meet with the committee to determine the literature for which he will be held responsible. This initial meeting shall take place at least six months prior to the examination. The examination itself will be a written one which will be completed on a take-home basis.

Admission to Candidacy. A student shall be eligible for admission to candidacy when he has fulfilled his residence requirements, demonstrated proficiency in two foreign languages, passed the departmental qualifying examination, and had his dissertation proposal approved.

Dissertation and Final Oral Examination. The candidate will be required to prepare a prospectus for his dissertation before he begins concentrated work. This prospectus must be prepared within six months after he has passed the qualifying examinations and must be approved by the student's advisory committee and by the department.

When the dissertation is accepted by the department, a final oral examination will be scheduled, wherein the candidate must successfully defend his dissertation before the department members and at least one member of the faculty engaged in graduate instruction outside the department.

Courses of Instruction

SOCIOLOGY 101a. Sociology of Conflict and War

Antagonistic processes in various social settings. Antagonism and the social structure. Crisis situations. Origin and resolution of crises. Effects of crises. Evolution and revolution.

Mr. Kecskemeti

***SOCIOLOGY 102b. Social Psychiatry**

The interplay between the social formation of the self and institutional participation. The processes by which the individual incorporates through language and action the personal styles available to his experience and assessment; types of personal identity and mechanisms of defense in stable and changing societies, with emphasis on Western personality.

SOCIOLOGY 103a. Sociology of Religion

Sociological analysis of contemporary and historical institutions and experiences. Church, sect and denomination. Religion and political orientation.

Mr. Kecskemeti

***SOCIOLOGY 105b. Sociology of Modern Anti-Semitism**

Sociological analysis of contemporary forms of anti-Semitism. Various theories, both past and present, attempting to explain the phenomenon will be examined critically.

Admission by consent of instructor.

SOCIOLOGY 106a and b. Sociology of Literature

The relations between society and literary forms in selected historical periods. Emphasis on the relations between problems and methods in inquiry as presented by sociological and humanistic students of man.

Prerequisite: Permission of the instructor.

Mr. Stein

SOCIOLOGY 107a. Issues in Social Psychology

This course will deal with current issues in social psychology, in particular various theories of the self from a sociological and psychological perspective: the self as a bridging concept between the two disciplines, and the self in relation to role. Various theories discussed critically.

Mr. Schwartz

SOCIOLOGY 109b. Philosophical Problems of the Social Sciences

Discussion of lively issues in the philosophy of the social sciences with special emphasis on methodological matters and social investigations of psychological experimentation.

Mr. Friedman

SOCIOLOGY 110b. Sociology of Knowledge

History and historical interpretation of the sociology of knowledge, with particular emphasis on German and recent American literature.

Mr. Wolff

SOCIOLOGY 111b. Political Sociology

An in-depth analysis of patterns of social conflict and consensus and their relationship to political change and stability. This theme will be traced through a study of the following: historical studies on the development of totalitarianism and democracy, political community power studies, sociological studies of social movements and revolutions, and an analysis of political parties and the electorate.

Mr. Abrahams

SOCIOLOGY 112b. Social Stratification

A study of life styles and relationships among different "classes" in American society, theories of social class and political order, and studies of class and social change in revolutionary and other societies.

Mr. Fellman

• Not to be given in 1968-69.

SOCIOLOGY 115b. Sociology of the American Churches

The major sociological and theological characteristics of the American churches; church membership and church organization; the relationship of the churches to the power structure and to each other; Catholics and Jews; the "majority" churches in a pluralistic society.

Mr. Sobel

SOCIOLOGY 116b. Multi-Ethnic Societies

Comparative study of multi-racial (cultural, ethnic, religious) societies in various parts of the world, but with emphasis on the United States. Their structures; problems and conflicts of personal identity; relations among people of various categories; ideologies; conflict, movements and change.

Mr. Sobel

SOCIOLOGY 117a. Sociology of Occupations

A comparison of work and occupational systems in various cultures. Social organization of occupations and the place of work in the life of the individual.

Mr. Bittner

SOCIOLOGY 118b. Sociology of the American Jewish Community

The course will be devoted to a sociological analysis of the structure of the Jewish community in the U.S., including its institutional mechanisms, current ideological trends, relationships with respect to world Jewry, intergroup relationships and related phenomena.

Mr. Sobel

SOCIOLOGY 122a. Sociology of Power

An analysis of the consolidation and disaffection of political interaction, obedience and ideology, proceeding on the assumption that the political problem designates a tension between the inhibition and release of alternative forms of community.

Mr. Boime

***SOCIOLOGY 125a. Quantitative Methods in Research**

The uses of statistics in the organization, interpretation, and presentation of research data, with emphasis on the ideas underlying the development and use of statistical techniques.

***SOCIOLOGY 126a. Sociology of Deviance**

Deviance as a social process, its nature and conception, its functional as well as dysfunctional aspects. Survey of theory and research. Concentration on selected instances of individual and social pathology.

***SOCIOLOGY 126b. The Institutions of Social Control**

Focus is primarily on the social and institutional response to deviance, however defined, once it occurs. The formal and informal sanctions, the range of punishments from norms to laws, from hospitals to prisons. The agents of social control—the police, the F.B.I. and the other "helping" professions.

SOCIOLOGY 130a. The Family

The family in relation to its societal context and the personality development of the child. Cross-cultural materials will be emphasized.

Mr. Slater

* Not to be given in 1968-69.

SOCIOLOGY 132a. Urban Sociology

A consideration of major problems of American cities: transportation, poverty, education, housing, ethnic relations, riots and rebellions. Relations between these problems, sociological theories of the city, and attempts to solve the problems.

Mr. Friedman

SOCIOLOGY 135a. Group Process

Interpretation of interpersonal behavior and group development, based in part on observation of the discussion group itself. Readings will include material from psychology and social anthropology as well as sociology.

Mr. Slater

SOCIOLOGY 135b. Advanced Group Process

A continuation of Sociology 135a.

Open to students who have taken Sociology 135a or with permission of the instructor.

Mr. Slater

SOCIOLOGY 140a. Population and Human Ecology

An exploration of the theoretical bases involved in the demographic transition from pre-modern to modern conditions of fertility, mortality, and rate of population growth. Emphasis will be given to the actual demographic history of the component parts of the Western World and Japan, together with coverage of the population control programs in underdeveloped nations. The course will also provide an introduction into various techniques of demographic analysis, such as life tables, standardization systems, crude and age-specific rates, cohort fertility, and censuses.

Mr. Lazervitz

SOCIOLOGY 142a. Social Psychology: Psychoanalytic Theory and Society

Implications of the psychoanalytic view of personality for the nature and functioning of social institutions, social change, and the possibilities of Utopia.

Mr. Fellman

SOCIOLOGY 143a. Ethnographic Studies in Social Interaction

The social organization of face-to-face contact. Readings will stress materials concerned with the various communication arrangements and ecological features of social situations. Course requirement: Student must plan to carry out a small scale field study or film.

Admission by permission of the instructor.

Mr. Rosenberg

SOCIOLOGY 143b. Ethnographic Studies in Social Interaction

A continuation of Sociology 143a.

Open to students who have taken Sociology 143a or by permission of the instructor.

Mr. Rosenberg

SOCIOLOGY 144b. Kinematics of Social Organizations

The placement and displacement of persons through time and in space. An attempt will be made to build a theory which addresses social interaction in terms of the tension between the privilege of station and the privilege of motion.

Mr. Rosenberg

SOCIOLOGY 145. Sociology of Life Styles

Examination of patterns of living in society with focus upon the influences which lead individuals into one route rather than another, the constellation of behaviors characteristic of several distinct styles, the inter-connections between styles, and their meaning for modern society. Both approved and disapproved styles will be examined.

Mr. Wallace

SOCIOLOGY 146b. Sociology of Poverty

Historical and cross-cultural analysis of poverty in pre-industrial, industrial and post-industrial societies. Interrelationships between poverty on the one hand and economic development, political and social structure, urbanization and bureaucratization, mental health and radical ideology on the others, with emphasis on contemporary America. Critique of current programs to ameliorate poverty in the U.S.

Mr. Abrahams

SOCIOLOGY 147b. Sociology of Organizations

1. Organizational processes: goal-setting, the distribution and exercise of power, the division of labor, bureaucratization in utopian communities, labor unions and other organizations.

2. The societal context of organizations; political and economic organizations in industrialized versus underdeveloped countries.

3. The "bureaucratic" society. Laboratory: participation in a simulated society game.

Open to advanced undergraduates and graduate students. *Mrs. Kanter*

SOCIOLOGY 150a. Sociology of Generations

To what extent can the current sociology scene be understood in terms of generation change and congruencies? Theory of the origin, development and dissolution of generations. Social factors which accentuate or attenuate generational conflicts as expressed in political movements, styles of life and ideologies.

Mr. Abrahams

SOCIOLOGY 151b. Environmental Research

Research in environments selected for study utilizing a multiplicity of instruments include questionnaires, interviews, diaries, case histories, tape recorders, photographs, films and other related media.

Mr. Wallace

SOCIOLOGY 152b. Field Research

The examination, study and application under close supervision of the methodology of participant observation.

Mr. Miller

SOCIOLOGY 154a. Sociology of Science

A critical examination of science as a social activity occurring in different settings. This includes the rise of science, science as a profession, and some of the ways philosophers, sociologists, historians and scientists have described science.

Mr. Fisher

SOCIOLOGY 155a. Collective Behavior

Sociological analysis of public events and their reconstruction. This includes crowds and social movements, how they are organized and later described in the press and by history.

Mr. Fisher

SOCIOLOGY 169a. Religion and Ethnicity in American History

See American Civilization 169a.

Mr. Fuchs

SOCIOLOGY 170b. Americans Overseas

See American Civilization 170b.

Mr. Fuchs

SOCIOLOGY 171a. Afro-Americans in the United States

See American Civilization 150a.

Mr. Fuchs

SOCIOLOGY 172b. The Family in the United States

See American Civilization 150b.

Mr. Fuchs

SOCIOLOGY 188b. Sociology of Law

The legal order considered in a framework of cross-cultural and historical comparison. The role of the instruments of the law and of the administration of justice in contemporary society.

Mr. Bittner

***SOCIOLOGY 190b. Social Organization of Medical Settings**

An analysis of the structural arrangements of medical practice and of medical settings. Problems of communication and role relationships among professionals and between patients and medical personnel will be examined. The impact of structures and role relationships on quality and quantity of medical care and on use of resources will be analyzed.

***SOCIOLOGY 191a. Health, Community, and Society**

An exploration into the interrelationships of the nature of society and societies on the existence and treatment of health and illness. Topics include: conceptions of health and illness, patient careers, and the place of social science in medicine.

***SOCIOLOGY 192. Sociology of the Medical Professions**

This course will provide an analysis of the key occupational groups in medicine, as well as of quasi and marginal practitioners. The selection, recruitment and training of those groups will be examined and the strategic points in their careers will be considered.

SOCIOLOGY 193b. Demographic, Ecological, and Economic Factors in Medical Care

Analysis of the relevance of demographic, ecological and economic factors in the structure and provision of health services. Current emphases in community health programs and medical care practice will be described and examined. The structure and provision of health services in other cultures will be considered and compared with those in the United States.

Mr. Richardson

SOCIOLOGY 194. Methods of Social and Economic Research in Medical Care

The utility and application of sociological, economic and epidemiological methods will be discussed. Problems of measurement, design and analysis will be examined as well as the practical problems in implementing studies in the field of medical care.

Mr. Freeman

* Not to be given in 1968-69.

SOCIOLOGY 195. Field Work in Medical Settings

Credit hours to be arranged.

*Mr. Miller***SOCIOLOGY 200a and b. Classical Sociological Theory**

Study of major sociologists, such as Comte, Spencer, Marx, Durkheim, Pareto, Weber, Simmel, Ward, Ross, Sumner, Park, Mannheim, in their historical setting, with special attention to their substantive concerns and methodologies.

*1st sem., Mr. Boime**2nd sem., Mr. Kecskemeti***SOCIOLOGY 203. Field Methods in Sociological Research***Messrs. Schwartz and Rosenberg***SOCIOLOGY 204a and b. Sociology and History***Mr. Wolff***SOCIOLOGY 210a. Methods and Concepts in the Study of Society***Mr. Stein****SOCIOLOGY 212a. Sociology of Evil*****SOCIOLOGY 213a. Sociology of Fads and Foibles**

A seminar devoted to research and conceptualization in the whys and wherefores, the "natural history" of acts labelled "out" as well as "in." Individual and joint projects. Limited enrollment. Admission by consent of instructor.

***SOCIOLOGY 214. Sociology of College Education**

Sociology and social psychology of the teaching and learning processes in higher education, with special focus on classroom teaching.

SOCIOLOGY 219b. Seminar on the Family

A comparative analysis of nuclear family patterns utilizing historical and cross-cultural material.

*Mr. Slater***SOCIOLOGY 220b. Seminar on Violence***Mr. Boime***SOCIOLOGY 221b. Seminar on Claims to Knowledge**

An examination of both the historical and situated constitution of settings in which people claim to know. Of major concern will be those activities which are called science, but other settings will be considered.

*Mr. Fisher***SOCIOLOGY 222a. Utopia and Utopian Communities***Mrs. Kanter***SOCIOLOGY 223. Seminar in Careers***Mr. Hughes***SOCIOLOGY 225a and b. Community Sociology**

Study of and in a nearby community. Although the course will be largely in the field, it will include a critical appraisal of classic community studies.

*Mr. Fellman***SOCIOLOGY 226b. Seminar in Social Psychology**

Major problems and issues in the field of social psychology; recent research; contemporary theoretical developments.

Mr. Schwartz

* Not to be given in 1968-69.

SOCIOLOGY 227a. Seminar on Survey Analysis and Computer Simulation
Mr. Abrahams

SOCIOLOGY 228a. Some Pre-Theoretical Problems of Sociology

Sociological aspects of sociology. Relations between philosophical and methodological problems of sociology. Conditions of constructing sociological theory.

Major background readings for student papers: Maurice Natanson, ed., *Philosophy of the Social Sciences*; Alfred Schutz, *Collected Papers*, Vols. I and II.

Mr. Wolff

SOCIOLOGY 229b. Social History of the Negro in America

Social and psychological inquiry into selected times and themes of Negro life: African survivals, the psychology of slavery, recurrent ideological controversies, the civil rights movement, black nationalism.

Mr. Friedman

SOCIOLOGY 230-245a and b. Readings in Sociological Literature

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|---------------------------|----------------------------|
| 230. <i>Mr. Coser</i> | 238. <i>Mr. Stein</i> |
| 231. <i>Mr. Fellman</i> | 239. <i>Mr. Wallace</i> |
| 232. <i>Mr. Hughes</i> | 240. <i>Mr. Friedman</i> |
| 233. <i>Mr. Boime</i> | 241. <i>Mr. Wolff</i> |
| 234. <i>Mr. Schwartz</i> | 242. <i>Mr. Fisher</i> |
| 235. <i>Mr. Rosenberg</i> | 243. <i>Mr. Zola</i> |
| 236. <i>Mr. Slater</i> | 244. <i>Mr. Kecskemeti</i> |
| 237. <i>Mr. Sobel</i> | 245. <i>Mr. Abrahams</i> |

SOCIOLOGY 290a. Pro-Seminar

A seminar meeting once a week in which the faculty introduces themselves, their interests and research.

Required of all first year graduate students.

SOCIOLOGY 300c. Colloquium

The purpose of the colloquium is to give staff members, sociologists from other institutions, and post-M.A. students the opportunity to present current research, tentative hypotheses, and more general ideas and positions concerning the study of society.

Staff

SOCIOLOGY 301. Advanced Field Research

A second year course in methods of field research. Students will be placed as participant observers in a number of different institutions and will be individually supervised in their field work.

Messrs. Schwartz and Wallace

SOCIOLOGY 400. Dissertation Research Seminar

Open to all advanced students.

Staff



SOCIOLOGY 401–415. Dissertation Research

Independent research for the Ph.D. degree.

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|---------------------------|--------------------------|
| 401. <i>Mr. Coser</i> | 409. <i>Mr. Wallace</i> |
| 402. <i>Mr. Fellman</i> | 410. <i>Mr. Friedman</i> |
| 403. <i>Mr. Hughes</i> | 411. <i>Mr. Wolff</i> |
| 404. <i>Mr. Schwartz</i> | 412. <i>Mr. Zola</i> |
| 405. <i>Mr. Rosenberg</i> | 413. <i>Mr. Abrahams</i> |
| 406. <i>Mr. Slater</i> | 414. <i>Mr. Boime</i> |
| 407. <i>Mr. Sobel</i> | 415. <i>Mr. Fisher</i> |
| 408. <i>Mr. Stein</i> | |

Theater Arts**Objectives**

The Master of Fine Arts Program in Theater Arts is designed both to train and to educate—to develop skilled craftsmen who are also men and women of knowledge and judgment about the art they intend to make their careers. The program combines professionally oriented training in the various theatrical specializations—*Acting*, *Acting-Directing*, *Design-Technical*, and *Dramatic Writing*—with graduate level study in dramatic literature. It also combines both of these with continual practical experience on and behind the stages of the three Spingold theaters, where the actors act, the directors direct, the designers design and construct, and the playwrights have the opportunity to see their works-in-progress and finished plays performed by casts which include professional actors-in-residence as well as graduate and undergraduate students.



Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. In addition, the department requires an audition for applicants in Acting and Acting-Directing; submission of a portfolio for Design-Technical applicants; submission of an original script (or other example of creative writing) for Dramatic Writing applicants.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the Graduate School by March 1 of their first year in residence.

Faculty

Professor HOWARD BAY, *Chairman and Director of Theater Program*; Professors ***MORRIS CARNOVSKY, DAVID K. HARDY, LOUIS KRONENBERGER; Associate Professors JAMES H. CLAY, MARTIN HALPERN, JOHN F. MATTHEWS, CHARLES W. MOORE, N. RICHARD NASH; Assistant Professors MAUREEN HENEGHAN, DOUGLAS MADDOX, PATRICIA REYNOLDS; Miss ANNE TOLBERT; Messrs. JAN KESSLER, STEPHEN G. MARTIN, PETER SANDER.

Cinematography: Messrs. TIMOTHY ASCH, KENNETH GOLDEN, ANDREW SILVER, DAVID WESTPHAL.

Artists in Residence: Miss VANYA FRANCK, Messrs. HOWLAND CHAMBERLAIN, MATT CONLEY, DAVID HOWARD, PETER MACLEAN, MERVYN WILLIAMS.

Degree Requirements

Master of Fine Arts

Residence Requirements. A minimum of eight full-courses or the equivalent in half-courses at the graduate level are required of all candidates.

Program of Study. The program of study varies for each specialty. With the approval of the graduate student adviser, students may add courses offered by other departments. The requirements are given below.

ACTING AND ACTING-DIRECTING

First Year:

THEATER ARTS 201. Theater Colloquium: I

A department-wide seminar led by the faculty-staff with the addition of guest lecturers from other departments and outside of the university. A constant is the required reading and discussion of the important works of world drama synchronized to the productions and to the seminar leaders' particular fields.

3 hours a week.

Mr. Nash

THEATER ARTS 203. Advanced Acting Studies: I

6 hours a week.

Mr. Moore

THEATER ARTS 205. Shakespearean Acting

3 hours a week.

Mr. Carnovsky

THEATER ARTS 207. Body Movement for the Actor: I

5 hours a week.

Mr. Kessler

THEATER ARTS 209. Speech Studies for the Actor: I

3 hours a week.

Miss Reynolds

THEATER ARTS 213. Advanced Directing

3 hours a week.

Mr. Moore

Second Year:

THEATER ARTS 202. Theater Colloquium: II

3 hours a week.

Mr. Nash

THEATER ARTS 204. Advanced Acting Studies: II

6 hours a week.

Messrs. Carnovsky and Moore

THEATER ARTS 208. Body Movement for the Actor: II

5 hours a week.

Mr. Kessler

THEATER ARTS 210. Speech Studies for the Actor: II

3 hours a week.

Miss Reynolds

Special Option in Acting-Directing. Students admitted to the special option in Acting-Directing will add *Theater Arts 213, Advanced Directing*, to their first year program. Students who complete this course with distinction are then eligible to substitute the direction of one department production for one of the second year performance requirements described under *Participation in Productions*.

Participation in Productions. Students will normally perform in at least two major productions (Theater I or Theater II) each year, in addition to assignments to the various studio productions in Theater III.

General Examination. Students will be required to pass a general oral examination in the basic materials of dramatic literature, dramatic theory and criticism, and theater history. This examination may be taken at any time during the candidate's

residence, and in case of failure may be repeated once. The General Examination, however, must be passed before the end of the fourth semester in residence.

DESIGN-TECHNICAL

First Year:

THEATER ARTS 201. Theater Colloquium: I

3 hours a week.

Mr. Nash

THEATER ARTS 211. Advanced Scenic and Lighting Design and Techniques: I

3 hours a week.

Messrs. Bay and Maddox

THEATER ARTS 217. Advanced Costume Design and Construction: I

3 hours a week.

Miss Heneghan

One elective half-course which must be approved in advance.

Second Year:

THEATER ARTS 202. Theater Colloquium: II

3 hours a week.

Mr. Nash

THEATER ARTS 212. Advanced Scenic and Lighting Design and Techniques: II

3 hours a week.

Messrs. Bay and Maddox

THEATER ARTS 218. Advanced Costume Design and Construction: II

3 hours a week.

Miss Heneghan

One elective half-course which must be approved in advance.

Thesis Production. Each student will design one complete production in Theater I or Theater II. A portfolio containing his sketches, working drawings, light plot, etc. and a diary of progress on the production, concluding with a self-critique, will constitute the thesis.

Participation in Productions. Each student will spend an average of fifteen hours a week each semester, except the semester of his thesis production, working in the production shop in connection with Spingold productions. He will serve on performance crews for at least three productions each year, and will also act as technical director for one production in Theater I or Theater II.

General Examination. Students will be required to pass a general oral examination in the basic materials of dramatic literature. This examination may be taken at any time during the student's residence, and in case of failure may be repeated once. The General Examination, however, must be passed before the end of the fourth semester in residence.

DRAMATIC WRITING

First Year:

THEATER ARTS 201. Theater Colloquium: I

3 hours a week.

Mr. Nash

THEATER ARTS 215. Seminar in Dramatic Writing: I

3 hours a week plus regularly scheduled individual conferences. Mr. Nash

Two elective half-courses which must be approved in advance.

Second Year:

THEATER ARTS 216. Seminar in Dramatic Writing: II

3 hours a week plus regularly scheduled individual conferences. Mr. Nash

Two elective half-courses which must be approved in advance.

Thesis Play. The fourth semester in residence will normally be reserved for the student to concentrate on the completion of his thesis play. This play, a full length work, may or may not result directly from his three previous semesters of study. A committee composed of the thesis adviser and two other faculty members from the department will certify its acceptability as fulfilling the thesis requirement. Plays of particular merit or promise will be given a fully mounted production in Theater II during the academic year following, but only if the author is able to be present during the rehearsals and production.

Participation in Productions. Students are required to participate in the preparation of all Theater III studio productions of the shorter plays or longer works-in-progress which they write for the Seminar in Dramatic Writing. They will also be required to participate, either onstage or offstage (e.g., production crew) in at least two other department productions during the first year in residence and at least one during the first semester of the second year in residence.

Language Requirement. Students will be required to demonstrate reading proficiency in one of the following languages: Greek, Latin, French, German or Italian. With permission of the department's Graduate Student Adviser, another relevant language may be substituted in which a significant body of dramatic literature exists. The language requirement must be met by the end of the third semester of residence.

General Examination. Students will be required to pass a general oral examination designed to test, in depth, their knowledge of the history, literature and criticism of the drama and the theater. This examination may be taken at any time during the student's residence and, in case of failure, may be repeated once. The General Examination, however, must be passed before the end of the fourth semester in residence.

The following courses are available to graduate students as electives.

*THEATER ARTS 115a. Restoration Comedy

• Not to be given in 1968-69.

THEATER ARTS 115b. Modern Comedy

A study of comedy since its rebirth in the late nineteenth century. Particular emphasis on Shaw and Chekhov, and treatment of such playwrights as Wilde, Synge, O'Casey, Pirandello, George Kelly, Giraudoux, Anouilh and T. S. Eliot.

2 classroom hours a week.

Mr. Kronenberger

THEATER ARTS 121a. Shaw and His Contemporaries*THEATER ARTS 122a. Modern Drama**

The major European dramatists from the mid-nineteenth century through the 1920's, including Ibsen, Strindberg, Chekhov, Synge, Yeats, Shaw, O'Casey and Pirandello.

Mr. Halpern

THEATER ARTS 123b. Contemporary Drama

Continental, British and American dramatists from the 1920's to the present, including Brecht, Lorcs, Giraudoux, Satre, Beckett, Ionesco, Genet, Eliot, Deurrenmatt, O'Neill and Albee.

Mr. Halpern

THEATER ARTS 125a. History of the American Drama*THEATER ARTS 125b. History of the American Drama**

A study of the American theater from 1917 to the present.

Mr. Matthews

THEATER ARTS 133a. Seminar in the Writing of Drama Criticism

Students will begin by writing newspaper-length reviews, in most cases covering actual productions; and will go on to criticism at a superior-magazine level.

Mr. Kronenberger

THEATER ARTS 135a. The Popular Arts

A history of popular entertainment in America including the circus, radio, television, films and musicals.

Mr. Matthews

THEATER ARTS 140. Introduction to Film

An inquiry into the principles and theory of motion picture and its uses in education, television and the cinema. The course will examine many types of film including documentaries, features, propaganda and advertising with emphasis on film history.

Mr. Hardy

THEATER ARTS 141. Film in Research

A seminar and workshop on the use of film in research projects open to students who wish to use film, tape and photographs to undertake scholarly research on topics in their major field of interest.

Enrollment limited to fifteen students.

Laboratory fee: \$15.00.

Mr. Asch

* Not to be given in 1968-69.



THEATER ARTS 142a. Film Analysis I

Viewing and discussion of fifteen films to stimulate understanding and appreciation of essentials of the media. An attempt to discover the capacities of film and to suggest the properties that must be investigated in preparation for criticism. Class discussion augmented by visiting lecturers whenever possible. Fifteen short papers required.

Enrollment limited to thirty students.

Laboratory fee: \$7.50.

Mr. Silver

THEATER ARTS 142b. Film Analysis II

Intensive study of three filmmakers (Bergman, Antonioni and Godard) with an eye to developing a concept of cinematic style. An analysis of cinematic technique. An analysis of how the vocabulary of film criticism has developed as the technique has developed.

Prerequisite: Theater Arts 142a.

Laboratory Fee: \$7.50.

Mr. Silver

*THEATER ARTS 151. Tragedy

*THEATER ARTS 152b. Comedy

THEATER ARTS 165. Greek and Roman Drama

The plays of Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence and Seneca studied in English translation and in connection with major critical theories from Aristotle to the present.

Mr. Halpern

THEATER ARTS 250. Film Tutorial

Enrollment limited to graduate students only.

Staff

* Not to be given in 1968-69.

Fellowships

Maxwell and Fannie Abbell Teaching Fellowship in Judaic Studies (1954) Created by the late Maxwell Abbell of Chicago, Illinois, to support a teaching fellowship in the field of Judaic Studies.

Viola G. and Michael Addison Fellowship Endowment (1966) Established in honor of becoming a Fellow of the University by Mrs. Michael Addison of New York. The income will provide fellowships for outstanding and deserving students who are doing their advanced work at the University.

Allied Chemical Foundation Fellowship (1964) Established by the Allied Chemical Foundation of New York. This Fellowship will be awarded, at the University's discretion, to an outstanding graduate student, a citizen of the United States or Canada, who is concentrating in the field of Chemistry, and who has demonstrated an aptitude for research in science.

Jeannette and Louis Altschul Fellowship Fund (1946) Established by the late Jeannette and Louis Altschul of New York City to help subsidize the education of gifted students to complete their graduate program.

Bernard Aronson Teaching Fellowship (1964) Established by Mr. Bernard Aronson of New York, New York, to provide teaching fellowships for graduate students who are concentrating in the sciences.

George Barr Fellowship Endowment (1966) Established by Mr. George Barr of Illinois, to aid a gifted graduate student.

Charles C. Bassine Fellowship (1961) Established in honor of Mr. Charles C. Bassine of New York City by the Trustees of the Long Island Jewish Hospital on the occasion of his induction as a Fellow of the University, to be used to provide fellowship assistance for outstanding graduate students.

Beatrice Foods Company Fellowship (1962) Established through the generosity of the Beatrice Foods Company of Chicago, Illinois, to provide fellowship aid for gifted graduate students.

Beech-Nut Life Savers, Inc. Fellowship (1962) Established to support fellowship assistance for deserving graduate students through a grant from Beech-Nut Life Savers, Inc. of New York City.

David and Paula Ben-Gurion Israeli Fellowship Fund (1967) Established by Brandeis University in honor of their fiftieth wedding anniversary, to enable an Israeli graduate student to spend a year at Brandeis.

Samuel J. Bernstein Fellowship (1967) Established by Leonard Bernstein in honor of the seventy-fifth birthday of his father, Samuel J. Bernstein, to aid a graduate student in Judaic Studies.

Allan I. Bluestein Fellowship (1960) Established by Allan I. Bluestein through the Jacob Bluestein Foundation, Inc. of New York, to assist deserving students in the field of the humanities, particularly in literature, history and language.

Jacob and Rachel Bluestein Memorial Fellowship (1960) Established by Allan I. Bluestein through the Jacob Bluestein Foundation, Inc. of New York, in memory of his parents, to assist gifted students in the field of the humanities.

David Brenner Fellowship Fund (1961) An annual fellowship for a deserving graduate student in the social sciences, preferably from abroad and from a newly developing area or country.

Otto and Mynette Bresky Fellowship Endowment (1962) Established by Mr. and the late Mrs. Otto Bresky of Newton, Massachusetts, the income of which will help to subsidize the graduate education of a gifted and worthy student.

Harry and Esther Brown Fellowship (1963) Established by Mr. and Mrs. Harry Brown of Haverhill, Massachusetts, to provide assistance to a graduate student in the Lown Institute for Contemporary Jewish Studies.

Morris Burg Teaching Fellowship (1957) Established by Mrs. Mildred H. Burg of Brookline, Massachusetts, in memorial tribute to her husband, to support a teaching fellowship in the area of human relations.

Milton H. Callner Fellowship Fund (1966) Established with funds provided under the will of Milton H. Callner, late of Chicago, Illinois, supplemented with matching funds from the Ford Foundation grant, the income to be used for annual fellowships in international affairs or politics.

Campbell Soup Fellowship (1968) Granted by the Campbell Soup Company, Camden, New Jersey, as part of its Aid to Education Program, to help worthy and deserving graduate students.

Sol Cantor Fellowship (1963) Established as a memorial tribute to his mother, Mrs. Pearl Cantor, by Sol Cantor of New York. This fund will provide assistance to needy and promising graduate students.

Joseph and Frances Reitman Caplan Fellowship Endowment (1965) Established in memory of her husband by Frances Reitman Caplan of New York City, the income to be used for the assistance of deserving students and for the promotion of studies that are preparation for a legal career, with special emphasis in the field of international law.

Aida Coburn Fellowship (1964) Established in honor of his wife by the late Abbot Coburn of Chicago, Illinois. This fellowship will provide partial assistance to a deserving graduate student.

Maxfield J. and Lillian R. Cohen Fellowship Endowment (1965) Established by Mrs. Lillian R. Cohen of Los Angeles, California, in loving tribute to her late beloved husband, Maxfield J. Cohen. The income from this fund will provide assistance to graduate students selected by the University to help them complete advanced training.

Rose and Joseph H. Cohen Fellowship (1962) Established under the terms of a bequest of Joseph H. Cohen, late of New York. The income will provide assistance for students doing their advanced work in Judaic Studies at Brandeis University.

Jack Cohn Memorial Science Fellowships (1962) Established by the Artists Foundation, Inc. of New York City (Mr. Robert Cohn, President), in memory of the late Jack Cohn, to provide three fellowships annually on the basis of merit and need, to students enrolled in the Graduate School in the area of science.

Leon J. Coslov Fellowship (1957) Established by Mr. Leon J. Coslov of Glassport, Pennsylvania, to support a teaching fellowship.

Dan Danciger Graduate Fellowship Trust Fund (1958) Established through a bequest from the estate of the late Dan Danciger of Fort Worth, Texas, to provide fellowship assistance for graduate students of outstanding academic potential to enable them to pursue academic careers regardless of financial limitations.

Joseph and Sadie Danciger Fellowship Endowments (1967) To be granted to a student in the Philip W. Lown Graduate Center for Contemporary Jewish Studies who is engaged in Jewish communal service and educational work or pursuing research in Contemporary Jewish Studies. Established by a grant from Testamentary Trust under Will of Sadie Danciger, deceased, of Tucson, Arizona.

Frank J. Doft Memorial Fellowship Endowment (1965) Established as a memorial to their son and brother by the Doft Family of Lawrence, Long Island, New York. The income will provide fellowships for deserving graduate students who are concentrating in the life sciences.

Durkee Graduate Fellowship in Biochemistry (1962) A graduate fellowship established by the Durkee Famous Foods of Cleveland, Ohio (The Glidden Company) for support of a deserving graduate student in Biochemistry. This fellowship will provide a grant to the student, payment of tuition and an allowance for each dependent.

Eagle Food Centers Foundation Fellowship (1962) Established through the generosity of the Eagle Food Centers Foundation of Rock Island, Illinois, to subsidize gifted graduate students.

The Esther Eig Fellowship Fund (1967) Established by Mr. Samuel Eig of Gaithersberg, Maryland, to assist graduate students.

Ekco Containers, Inc. Fellowship (1962) Established by Ekco Containers, Inc. of Wheeling, Illinois, to provide fellowship assistance to deserving students.

Max and Frances Elkon Fellowship Endowment (1962) Established by Mr. and Mrs. Max Elkon of New York City. The income to be used to provide fellowship assistance for gifted graduate students.

Meyer Factor Fellowship (1963) Established by Harold E. Factor of Chicago, Illinois, to provide fellowship assistance to gifted and needy graduate students.

Nathan and Vivian Fink Fellowship (1963) Established by Mr. and Mrs. Nathan Fink of New York, to help subsidize a gifted graduate student in the Lown Institute for Contemporary Jewish Affairs.

Jacob Finkelstein and Sons, Inc. Fellowship (1963) Established by the Finkelstein Family of Woonsocket, Rhode Island, to provide fellowship assistance over a three-year period for a deserving graduate student.

M. B. and Fannie Finkelstein Foundation Research Fellowship Grant (1961) Established by the Trustees of the M. B. and Fannie Finkelstein Foundation of Houston, Texas, to help subsidize an outstanding student who wishes to go into graduate research work.

Henry F. Fischbach Fellowship Fund (1967) Established by the family of Henry F. Fischbach of New York to honor his seventy-fifth birthday. This endowment trust will support an interchange of graduate students between the Israel Institute of Technology (Technion) and Brandeis University.

Mr. and Mrs. Gus Fisher Fellowship (1966) Established to honor Mr. and Mrs. Gus G. Fisher, Miami Beach, Florida, by offering assistance to a student doing his or her graduate work.

Charlotte and Elliot Fleisher Fellowship Endowment (1966) Established by Mr. and Mrs. Elliot Fleisher of Newton, Massachusetts. The income to be used to provide fellowship grants to aid young men and women of unusual talent or potential to pursue graduate studies within any academic department of the University or within any disciplinary program.

F. Julius Fohs Memorial Tuition Fellowship (1967) Established by the Fohs Foundation of Roseburg, Oregon, to benefit an Israeli student concentrating in the applied sciences.

Harry K. and Emma R. Fox Charitable Foundation Fellowship (1962) Established by the Harry K. and Emma R. Fox Charitable Foundation of Cleveland, Ohio, to support a partial fellowship for a deserving graduate student who, without this assistance, would be unable to complete his advanced studies.

General Foods Fund Fellowship Grant (1961) Established by the General Foods Fund, Inc. of New York City, for fellowship assistance to outstanding graduate students who are concentrating in the area of the life sciences.

Leo Gerstenzang Science Fellowship Endowment Fund (1962) Established by Mrs. Leo Gerstenzang of New York City and Palm Beach, Florida, in memory of her late husband. The income will be used for fellowships to subsidize graduate education and research for deserving graduate students in the field of science.

Gillette Graduate Teaching Fellowships (1967) Created by the Gillette Company of Boston to provide tuition and living stipends for five doctoral candidates in the sciences.

Harry and Elka Gitlow Fellowship Endowment in Humanistic Studies (1959) Established by Mr. Albert Gitlow of New York City and members of the family as a memorial tribute.

Albert A. Glassman Fellowship (1962) Established by a bequest of Albert A. Glassman, late of Cleveland, Ohio. This fund will be used for research in the field of medicine or biochemistry.

Pincus Glickman Fellowship in Judaic Studies (1957) An endowment established by Louis J. Glickman of New York City in memory of his father and augmented through gifts of friends and associates, the income to support the teaching of an advanced graduate student.

Beatrice I. and Jacob Goldberg Fellowship Endowment Fund (1962) Established by Mr. and Mrs. Jacob Goldberg of Brookline, Massachusetts, in honor of their fiftieth wedding anniversary. The income from this fund is to be used to support fellowships.

Mollie Goldberg Memorial Fellowship Endowment (1963) Established as a memorial tribute by Isadore J. Goldberg of Chicago, and Milton D. Goldberg of Glencoe, Illinois. The income will be used to provide an annual fellowship for a deserving student in the Fولcerence Heller Graduate School for Advanced Studies in Social Welfare.

Alexander Goldstein Teaching Fellowship in Social Science (1950) The income from this fund will be used to support a teaching fellowship in the field of social science. Established as a memorial to her brother by the late Miss Lutie Goldstein of San Francisco, California.

Edward Goldstein Teaching Fellowship (1954) A grant from Mr. Edward Goldstein of Boston, Massachusetts, to support a teaching fellowship.

Mr. and Mrs. Ben Gordon Fellowship (1963) Established by Mr. and Mrs. Ben Gordon of Harrison, New Jersey, to provide fellowship assistance for deserving graduate students.

The James Gordon Grant for Government Fellowship (1967) Established by the James Gordon Grant for Government of Chicago, Illinois, to aid qualified fellows in this field.

Maurice Gordon Music Fellowship Endowment (1966) Established by Mr. Maurice Gordon, Newton, Massachusetts, to provide fellowships for students with preference given to those majoring in music.

Grace Foundation Fellowship in Chemistry (1967) Established by the Grace Foundation of New York for advanced work in teaching and research in chemistry.

Mr. Brenn Green Fellowship in Psychology (1967) Established by Mr. M. Brenn Green of New York to offer fellowship assistance to a deserving graduate student working for a Ph.D. in psychology.

Anna C. Greenstone Memorial Fellowship (1952) Established by her children, Mr. Charles R. Greenstone of San Francisco, California, the late Mr. Stanford M. Green of San Francisco, California, and Mrs. Simon Rubin of New Bedford, Massachusetts.

Karin Grunebaum Cancer Research Foundation Fellowship (1966) Established by the Karin Grunebaum Cancer Research Foundation, Boston, Massachusetts, to offer assistance for a graduate student involved and concerned with cancer-related research.

Leo Haas and Irene Haas Tuition Fund Fellowship (1967) Established through a bequest of the late Leo Haas of Tucson, Arizona, the income to be used for needy graduate students.

Edward Hano Fellowship Endowment (1958) The income from this fund is to provide supplementary fellowship assistance to gifted graduate students enrolled in the School for Advanced Studies in Social Welfare. A tribute to the late Edward Hano of Granby, Massachusetts, by his wife and members of the family.

Sylvia Harris Fellowships (1967) Established by the Joseph Harris Foundation of New York as a memorial to Sylvia Harris, to offer fellowship aid to deserving graduate students majoring in Theater Arts.

Hartog of California Graduate Fellowship Fund (1961) Established by Hartog of California, to help a graduate student interested in the field of the History of Ideas.

Edwin E. Hokin Teaching Fellowship Endowment (1967) Established by his friends in honor of Edwin E. Hokin of Chicago, Illinois, becoming a Fellow of the University. The income will provide assistance for deserving graduate students.

M. Z. and Hannah Holland Fellowship Endowment (1964) Established by the family and friends of Mr. and Mrs. M. Z. Holland of Chicago, Illinois, to honor their fiftieth wedding anniversary and, also, Mr. Holland's seventy-seventh birthday. The income from this fund will offer assistance to deserving graduate students.

Benjamin S. and Ida F. Hornstein Fellowships (1966) Established by Mr. and Mrs. Benjamin S. Hornstein of New York. The income will provide fellowship assistance for either worthy students who are concentrating in the area of Judaic studies, or to aid in the publication of research studies in the field of Judaic culture and education.

Peter A. Isaacson Fellowship in the Lown Institute for Contemporary Jewish Studies (1963) Established by Mr. Peter A. Isaacson of Lewiston, Maine, for gifted students concentrating in the field of Judaic studies.

The Louis Isenberg Fellowship (1963) Established in the Lown Institute of Contemporary Jewish Studies by Louis Isenberg of Brookline, Massachusetts, in memory of Alice Isenberg. To provide assistance for graduate students who are concentrating in this area.

Eddie Jacobson Memorial Foundation Fellowship (1957) Two fellowships for gifted students from Israel, who are preparing themselves at Brandeis University for a more effective career of service in the State of Israel. Established by friends of the late Eddie Jacobson of Kansas City, under the chairmanships of former President Truman and Mr. George Roth.

Max Jacoby Fellowship Endowment in Judaic Studies (1967) Established by Mrs. Belle Jacoby of New York in memorial tribute to her husband, the income to provide fellowships for graduate students in the field of Judaic Studies.

Jewish Community Center of Hunts Point, Bronx, New York Fellowship Endowment (1962) Established by the Trustees of the Jewish Community Center of Hunts Point, New York, so that the income may be used for gifted and worthy graduate students who are concentrating in the history and literature of traditional Judaism. Preference is given to students who come from the metropolitan New York area.

Max Kagan Fellowship (1962) Established by Mr. Max Kagan of Bangor, Maine, in support of a deserving graduate student at the Philip W. Lown Institute of Advanced Judaic Studies.

Robert E. and Harry A. Kangesser Fellowship Trust (1951) Established by Messrs. Robert E. and Harry A. Kangesser of Cleveland, Ohio, the income to be used for teaching fellowships.

Kaplan-Turner Fellowship (1965) Established by Charles H. Kaplan and Justin G. Turner of Beverly Hills, California, in memory of Maurice Turner. To assure the availability of funds primarily for the publication needs of the University's library.

Henry Kaufmann Fellowship Endowment in Group and Community Development (1964) Established by the Henry Kaufmann Foundation, Judge Joseph M. Proskauer, Norman S. Goetz, and Samuel Lemberg, all of New York City. The income from this endowed fellowship will support the teaching activities of a

faculty member whose doctoral students are specializing in the problems of small groups, neighborhood organizations, and group and community development.

Jack Kirsch Biochemistry Fellowship (1963) Established by the Jane Coffin Childs Memorial Fund for Medical Research to offer fellowship assistance to deserving students in the field of biochemistry.

Richard Kramer Memorial Fellowship (1961) Established in memory of their son, Richard, by Mr. and Mrs. Louis Kramer of Philadelphia, Pennsylvania, to help subsidize a graduate student concentrating in the field of biochemistry.

Lillian Kratter Fellowship (1960) Established in her honor by her husband, Mr. Marvin Kratter of New York City, to be assigned to a female student concentrating in the Graduate School of Music.

Marvin Kratter Fellowship (1960) Established in his honor by his wife, Mrs. Lillian Kratter of New York City, to be assigned to a male student concentrating in the graduate area of biology.

Hyman Kuchai Fellowship (1963) Established by Mr. Hyman Kuchai of Harrison, New York, to provide fellowship assistance for deserving graduate students.

William Lakritz Fellowship Endowment in Chemistry (1962) Established by the daughters of William Lakritz of New York City and their husbands, Mr. and Mrs. Jack N. Friedman of Glencoe, Illinois, and Dr. and Mrs. Henry Graham of Los Angeles, California, to be used in partial subsidy of graduate students who concentrate in the field of chemistry.

LCK Fellowship in Social Science (1957) Established by an anonymous friend of the University to support a fellowship in the area of social sciences with preference in the field of economics.

Dr. Meno Lissauer Teaching Fellowship in Natural Science (1957) Set up through a major gift by the late Dr. Meno Lissauer of New York City and the birthday tributes of his colleagues in the Metals and Mining Industry.

P. Lorillard and Company Fellowship (1962) Established through the P. Lorillard and Company of New York City to help subsidize the education of gifted students to complete their graduate program.

Charles Lubin Fellowship (1963) Established at the annual Chicago dinner by a group of his friends to honor Mr. Charles Lubin. This scholarship will provide assistance to a deserving student.

The Dr. Isador Lubin Scholarship and Fellowship Endowment (1966) Established by his family and friends for the assistance of either undergraduate or graduate students needing aid to enter or continue their studies at Brandeis.

Theodore Roosevelt McKeldin Fellowship (1957) Established by friends of former Governor McKeldin as a tribute to him. To be used to subsidize gifted graduate students who plan to concentrate in the areas of political science and government.

Abraham Mendelowitz Fellowship Endowment Fund (1959) Established by the Millinery Workers Health and Welfare Fund in honor of Mr. Abraham Mendelowitz of New York City on the occasion of his sixty-fifth birthday. To subsidize

outstanding scholars so that they may continue their studies and medical research in biochemistry and microbiology.

Charles E. Merrill Trust Fellowship (1960) Established by the Charles E. Merrill Trust of Ithaca, New York, to assist graduate students in Judaic Studies.

Morris Messing Fellowship (1964) Established by Mr. Morris Messing of Nutley, New Jersey, to provide fellowship assistance for deserving graduate students.

Hyman Miller Fellowship (1963) Established by Mr. Hyman Miller of Auburn, Maine, to provide assistance to a graduate student in the Lown Institute for Contemporary Jewish Studies.

Joseph Millman Memorial Foundation Fellowship (1964) Established by the Joseph Millman Memorial Foundation of Villas, New Jersey, through Mr. Stanley Rappaport. This fund will provide fellowship assistance for a gifted graduate student. Preference is to be given to applicants who are residents of Cape May County, New Jersey.

Bernard and Marjorie Mitchell Fellowship (1967) Given by Mr. and Mrs. Bernard A. Mitchell of Chicago, Illinois, to aid a worthy graduate student in the field of humanities.

Herman Muehlstein Fellowship Fund (1966) Established by the Herman Muehlstein Foundation to provide graduate study for a student or students preparing for social welfare careers. Preference to be given to students coming from the New York area.

National Biscuit Company Fellowship (1962) A grant from the National Biscuit Company of New York City to provide fellowship support for deserving graduate students.

David K. Niles Teaching Fellowship in American Government (1957) To be assigned in memory of a Trustee of the University, who served with distinction as administrative assistant to President Roosevelt and President Truman, for a worthy graduate student who plans for a career in American government service.

Lillian Persky Palais Endowment Fellowship (1960) Established by Mr. and Mrs. Abraham S. Persky of Worcester, Massachusetts, in memory of Mr. Persky's sister, as an endowment whose income in perpetuity is to subsidize the tuition of gifted graduate students so that they may complete their science training.

Frank C. Pierson Fellowship (1966) Established by Mr. Frank C. Pierson of Swarthmore, Pennsylvania, to assist a graduate student majoring in politics.

Albert and Selma F. Pilavin Fellowship Endowment (1966) Established by Mrs. Albert Pilavin of Providence, Rhode Island, to be assigned to the Theater Arts Department, preferably to a graduate student interested in playwriting.

Polaroid-Teger Fellowship (1967) Established by the Polaroid Corporation, Cambridge, Massachusetts, in memory of John Teger, former executive at Polaroid and graduate student at the Florence Heller School, to be awarded annually to a student in social gerontology.

Maurice Pollack Foundation Research Fellowship (1956) Established by the Maurice Pollack Foundation of Quebec, Canada, to enable gifted graduate students to pursue research programs in the field of Judaic Studies.

Prince Macaroni Manufacturing Company and the Cleghorn Folding Box Company Fellowship (1962) Established to provide fellowship assistance to deserving graduate students by the Prince Macaroni Manufacturing Company and its subsidiary, the Cleghorn Folding Box Company, of Lowell, Massachusetts.

Norman S. Rabb Fellowship (1967) Established by an act of the Board of Trustees of Brandeis University as a tribute to Mr. Norman Rabb's service as Chairman of the Board of Trustees for the past six years.

Sidney H. Rabinowitz Memorial Fellowship Endowment (1963) Established by the friends of Sidney H. Rabinowitz in order to perpetuate the spirit of his feeling for his fellow man. The income from this fund will be used to provide fellowship assistance for gifted graduate students in the Humanities.

Minna and Benjamin M. Reeves Fellowship Endowment (1962) Established by Mr. and Mrs. Benjamin M. Reeves of New York City, the income to support the teaching of an advanced graduate student.

Bertha C. Reiss Memorial Fellowship Endowment Fund (1954) Created by the late Dr. Henry Reiss of New York City for the establishment of the Bertha C. Reiss Memorial Fellowship or teaching fellowships. Awards are to be made to students on the basis of their accomplishments in the field of research and/or teaching.

Harry and Mildred Remis Music Fellowships (1963) Established by Mr. and Mrs. Harry Remis of Swampscott, Massachusetts. The income from this fund to provide fellowship support for gifted advanced students who are enrolled in the graduate music department at the University.

Charles Revson Fellowship Trust (1962) A capital fund established by Charles Revson of New York City, to be assigned to outstanding students who wish to pursue their graduate studies in the areas of biochemistry, chemistry, physics, biophysics, mathematics or psychology.

Benjamin Rosenberg Teaching Fellowship Endowment (1959) Established as a memorial tribute by Mr. and Mrs Joseph Rosenberg of Fox Point, Wisconsin, to support a teaching fellowship in the field of Polymer Chemistry.

Leo L. Rosenhirsch Memorial Fellowship Fund (1961) Established by Mr. Alfred E. Rosenhirsch and Mrs. Hilda Nussenfeld of New York City to help cover tuition and other expenditures for gifted and needy graduate students.

Edwin M. Rosenthal Teaching Fellowship in the Life Sciences (1961) Established to honor the eighty-second birthday of Edwin A. Rosenthal of Hollywood, Florida, by his daughter, Mrs. Hoke Levin of Detroit, Michigan, to be assigned as a teaching fellowship for a graduate student concentrating in the life sciences.

Julius Rosenwald Teaching Fellowships (1952) A series of teaching fellowships in memory of the distinguished philanthropist, Julius Rosenwald, established by his daughter, the late Mrs. Adele Rosenwald Levy of New York City, to subsidize the development and teaching of gifted graduate students.

Dr. Vera Rubin Fellowship (1960) Established by Dr. Vera Rubin of New York City for a fellowship in the field of anthropology.

Abram L. Sachar Fellowship (1961) Established by B'nai B'rith in honor of the Honorary Chairman of the National Hillel Commission, to underwrite part of

the expenses for a gifted student at Brandeis University who joins the Hiatt Institute in Israel to strengthen background in Israeli Studies.

Israel Sachs Teaching Fellowship in Social Relations (1952) Established by his wife and children in his memory.

Dr. Harry Sagansky Fellowship Trust (1963) Established by Dr. Harry Sagansky of Brookline, Massachusetts, to be used for subsidies to graduate students so that they may be helped in the completion of their specialized training.

Rose and Ira Saks Fellowship (1964) Established by Mr. and Mrs. Ira Saks of Cleveland, Ohio, to offer fellowship assistance to worthy graduate students.

Samuel and Rae Salny Fellowship Endowment in Social Relations (1952) Established by Mrs. Samuel M. Salny and the late Mr. Salny of Boston, Massachusetts, to support a fellowship in the field of social relations.

Shirley and Maurice Saltzman Fellowship Endowment Fund (1961) Established by Mr. and Mrs. Maurice Saltzman of Cleveland, Ohio, so that the income may be assigned to gifted and advanced students who are concentrating in the humanities.

Shirley and Maurice Saltzman Fellowship Endowment in the Fine Arts (1966) Established by Mr. and Mrs. Maurice Saltzman of Cleveland, Ohio, so that the income may be assigned to gifted and advanced students who are concentrating in the Fine Arts.

Samuel D. and Goldie Saxe Fellowship in Science (1955) Established by Mrs. Goldie Saxe of Brookline, Massachusetts, and children, to support research and teacher training in the field of science.

Edward A. Schaffer Teaching Fellowship Endowment (1959) Established by his wife in memorial tribute, to support a teaching fellowship in the field of humanistic and social sciences.

Alice Boughton Schaffner Memorial Fellowship Endowment (1961) Established under the terms of the will of the late Alice Boughton Schaffner by her designators, Winifred Rauschenbush and James Rorty. The income from this fund will be used to provide fellowship support for outstanding women students from racially underprivileged families.

Rabbi Solomon Scheinfeld Fellowship Endowment (1959) Established by the Sylvia and Aaron Scheinfeld Foundation of Chicago, Illinois, as a memorial tribute to Mr. Scheinfeld's distinguished father. The income to be used for fellowship assistance to gifted graduate students, preferably from Wisconsin, in the School for Advanced Studies in Social Welfare.

Joseph Schumer Fellowship Endowment Fund (1966) Established by a bequest in the will of Joseph Schumer, late of New York City, the income of which will provide Joseph Schumer Fellowships for needy and gifted students in music.

Ida Hillson Schwartz and Elias Edward Schwartz Memorial Fellowship Endowment Fund (1949) Established as a memorial to Ida Hillson Schwartz of Winter Hill, Massachusetts, by her family. The Fund has been augmented by a perpetuity as an exchange fellowship, either to bring gifted young people from Israel to Brandeis or to send Brandeis University students to the Hebrew University in Israel.

Morris Sepinuck Teaching Fellowship (1954) Created as a memorial to Morris Sepinuck by his children, Messrs. Samuel and Nathan Sepinuck, and Mrs. George Sorkin of Boston, Massachusetts.

Fannie and Simon Shamroth Fellowship Endowment (1963) Established by the children of Fannie and Simon Shamroth of Lynn, Massachusetts. The income from this fund will be used to help subsidize deserving graduate students.

Leonard Shanhouse Fellowship (1963) Established by Mr. Leonard Shanhouse of Magnolia, Arkansas, to provide fellowship assistance for deserving graduate students.

Robert Shapiro Fellowship in Theater Arts (1967) Established by the bequest of the late Robert Shapiro of New York, to be awarded annually for the next four years to graduate students in Theater Arts.

Isaiah Leo Sharfman Teaching Fellowship Endowment (1956) Established by Mr. and Mrs. Samuel R. Rosenthal of Highland Park, Illinois, in tribute to Professor Sharfman of the University of Michigan, with preference given to teaching fellows in the area of economics.

Mona Bronfman Sheckman Memorial Teaching Fellowship (1952) A grant from the Mona Bronfman Sheckman Memorial Foundation of New York City, to support a teaching fellowship.

Herbert L. Shivek Fellowship Endowment (1967) Established in memory of Bernard Shivek by the Shivek Family of Chestnut Hill, Massachusetts, the income to offer fellowship assistance to graduate students.

Mr. and Mrs. Abraham Smith Memorial Fellowship (1962) Established by Mr. Samuel Smith of Allentown, Pennsylvania, in memory of his parents, Mr. and Mrs. Abraham Smith, to provide fellowship assistance for worthy graduate students.

Jack and Irene Hayes Solomon Foundation Fellowship Endowment (1962) Established by the Jack and Irene Hayes Solomon Foundation of New York City, the income to be used to support fellowships for gifted graduate students.

Mr. and Mrs. Harry Stadler Teaching Fellowship in Music (1956) Established by Mr. and Mrs. Harry Stadler of Hollywood, Florida, in memory of their loving mothers, Sarah Stadler and Etta Berger, to support a teaching fellowship in the field of music.

Joseph F. Stein Foundation, Inc. Fellowship (1959) Established by the Joseph F. Stein Foundation, Inc. through Mr. Joseph F. Stein of New York City, for fellowship study in the School of Advanced Studies in Social Welfare.

Sunshine Biscuits, Incorporated Fellowship (1962) Established through a grant from Sunshine Biscuits, Incorporated of Long Island City, New York, to provide fellowship assistance for deserving graduate students.

Gertrude W. and Edward M. Swartz Fellowship Endowment Fund (1954) Established by Mr. and Mrs. Edward M. Swartz of Brookline, Massachusetts, to support a teaching or research fellowship.

Syroco-Holstein Foundation, Inc. Fellowship (1966) Established by the Syroco-Holstein Foundation, Inc. of Syracuse, New York, to provide fellowship assistance to worthy graduate students.

David Tannenbaum Teaching Fellowship in Legal Institutions (1958) An endowment to honor the memory of David Tannenbaum of Beverly Hills, California, established by his friends and admirers.

Ben Tobin Teaching Fellowship (1955) Established by Mr. Ben Tobin of Hollywood, Florida, to support a fellowship in the field of science.

Universal Match Foundation Fellowship (1957) To be awarded to a graduate student, or students, who are concentrating in the fields of physics, chemistry, biochemistry or microbiology. Set up by the Universal Match Foundation of St. Louis, Missouri.

Edyth Usen Fellowship Endowment (1967) Established by Mr. and Mrs. Irving Usen of Newton, Massachusetts. The income will be assigned as a fellowship to a gifted and needy graduate student.

Harry Uviller Fellowship (1962) Established by friends and associates of Harry Uviller, in appreciation for his many years of distinguished service as an impartial arbitrator, and his many other contributions to the advancement of the needle trades industry and the preservation of industrial peace in New York. This fellowship will provide assistance to deserving graduate students.

Rose Mary Waga Fellowship Endowment (1964) Established by Mr. Peter E. Klein of Cleveland, Ohio, as Trustee to provide, in perpetuity, assistance to talented and needy students in the Graduate School.

Leo Wasserman Graduate Fellowship (1962) Established through a gift from the Leo Wasserman Foundation as a memorial to Leo Wasserman, late of Brookline, Massachusetts, the income to be devoted to the aid of graduate students in the humanities, the social sciences, and the field of social work.

Herman Weisselberg Memorial Fellowship (1957) Established as a memorial tribute by Mr. Arnold Weisselberg of Long Island City, New York, to support a fellowship.

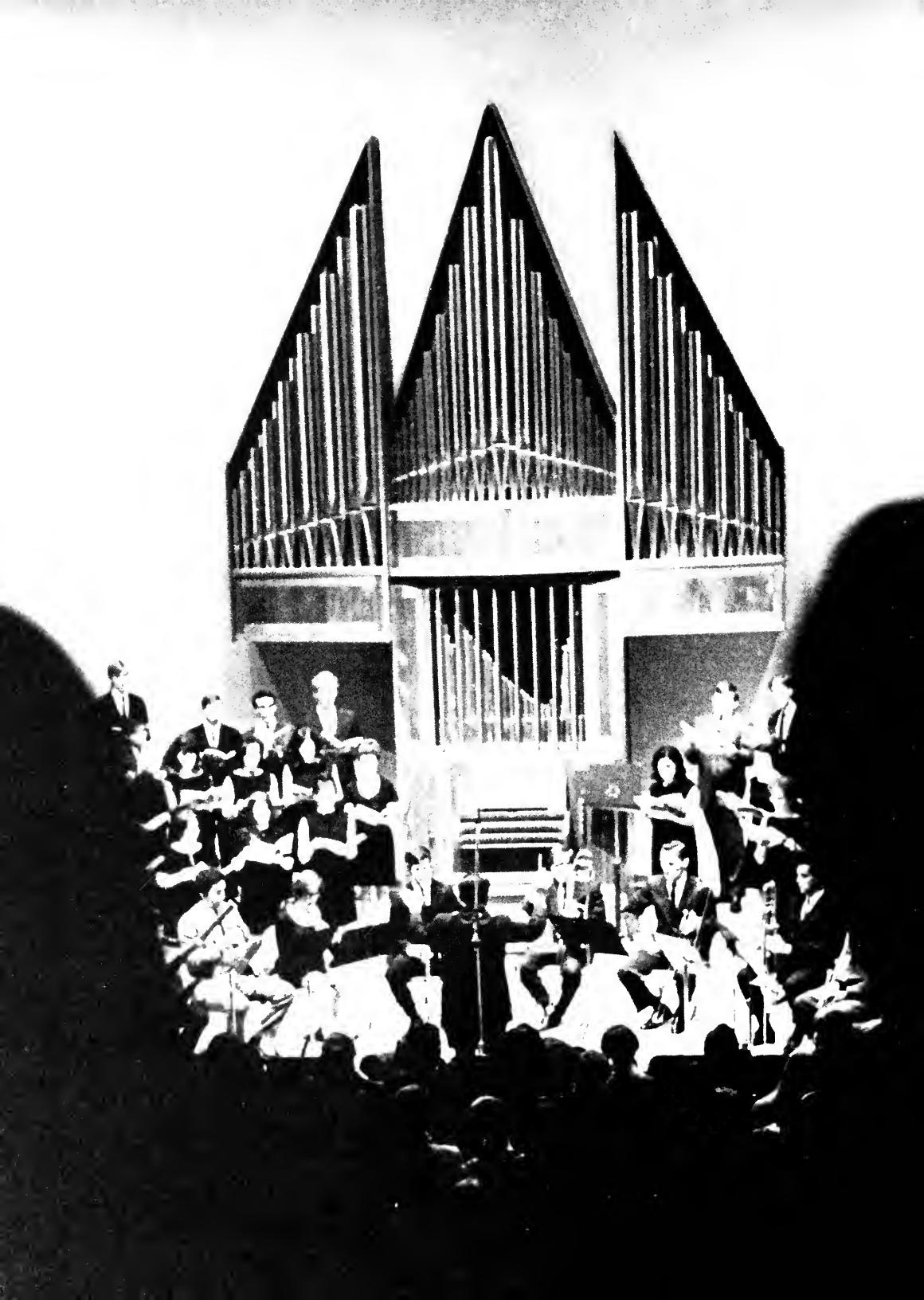
Helen Hay Whitney Research Fellowship (1963) Established by the Helen Hay Whitney Foundation of New York to promote post-doctoral research.

Carrie Wiener Teaching Fellowship (1950) The income from this fund is to be used for a fellowship, established by Mr. Herman Wiener of Toledo, Ohio, in the name of his wife.

Clement Wilenchick Fellowship Fund in the Theater Arts (1966) Established under the terms of the will of Maria Wilenchick, late of New York, in memory of her son, Clement Wilenchick, who was a painter and an actor.

Leon G. Winkelman Fellowship Endowment Fund (1959) Established by the Leon G. and Josephine Winkelman Foundation of Detroit, Michigan, as a memorial tribute to Leon G. Winkelman, to subsidize a graduate fellowship in the field of gerontology.

Paul Ziffren Fellowship (1962) Established by Mr. Paul Ziffren of Los Angeles, California, to provide fellowship assistance for worthy and deserving graduate students concentrating in the social sciences.



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* * * *

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[♦] On Leave, 1968-69.^{♦♦} On Leave, Fall Term, 1968-69.

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David M. Dawson	<i>Adjunct Assistant Professor of Biochemistry</i>
M.D., University of Michigan Medical School	
John Putnam Demos	<i>Assistant Professor of History</i>
M.A., University of California, Berkeley	
Stanley Deser	<i>Professor of Physics</i>
Ph.D., Harvard University	
Frank T. Dolbear, Jr.	<i>Associate Professor of Economics</i>
Ph.D., Yale University	
Paul B. Dorain	<i>Professor of Chemistry</i>
Ph.D., Indiana University	
Emily P. Dudek	<i>Adjunct Assistant Professor of Chemistry</i>
Ph.D., Radcliffe College	
James E. Duffy	<i>Professor of Romance Literature and History</i>
Ph.D., Harvard University	
Arthur Edelstein	<i>Visiting Assistant Professor of English</i>
A.M., Stanford University	
Edward Engelberg	<i>Professor of Comparative Literature</i>
Ph.D., University of Wisconsin	
***Herman T. Epstein	<i>Professor of Biophysics</i>
Ph.D., University of Michigan	

^o On Leave, 1968-69.^{oo} On Leave, Fall Term, 1968-69.^{ooo} On Leave, Spring Term, 1968-69.

Robert Evans, Jr.	<i>Associate Professor of Economics</i>
Ph.D., University of Chicago	
Penny J. Fall	<i>Instructor in Physical Education</i>
B.S., Sargent College, Boston University	
Gerald D. Fasman	<i>Professor of Biochemistry</i>
Ph.D., California Institute of Technology <i>(Established Investigator of the American Heart Association)</i>	
Alan S. Fedrick	<i>Visiting Assistant Professor of French</i>
Ph.D., University of Manchester	
Gordon A. Fellman	<i>Assistant Professor of Sociology</i>
Ph.D., Harvard University	
Silvestro Fiore	<i>Associate Professor of Mediterranean Studies</i>
Ph.D., University of Koln, Germany	
***David Hackett Fischer	<i>Associate Professor of History</i>
Ph.D., Johns Hopkins University	
Charles S. Fisher	<i>Assistant Professor of Sociology</i>
Ph.D., University of California, Berkeley	
Emanuel Flumere	<i>Associate Professor of Physical Education</i>
M.Ed., Boston University	
Madeline J. Foley	<i>Lecturer in Music and Artist-in-Residence</i>
M.S., Juilliard Graduate School	
John R. Frederiksen	<i>Assistant Professor of Psychology</i>
Ph.D., Princeton University	
David M. Freifelder	<i>Assistant Professor of Biochemistry</i>
Ph.D., University of Chicago	
Neil L. Friedman	<i>Assistant Professor of Sociology</i>
Ph.D., Harvard University	
Orrie M. Friedman	<i>Adjunct Research Professor of Chemistry</i>
Ph.D., McGill University	
Lawrence H. Fuchs	<i>Professor of American Civilization</i>
Ph.D., Harvard University	
Chandler M. Fulton	<i>Associate Professor of Biology</i>
Ph.D., Rockefeller Institute	
William E. Fulton	<i>Assistant Professor of Mathematics</i>
Ph.D., Princeton University	
*Joachim E. Gaehde	<i>Associate Professor of Fine Arts</i>
Ph.D., New York University	
Stephen J. Gendzier	<i>Associate Professor of French</i>
Ph.D., Columbia University	
Martin Gibbs	<i>Professor of Biology</i>
Ph.D., University of Illinois	
Donald B. Giddon	<i>Adjunct Lecturer in Psychology</i>
Ph.D., Brandeis University	
Creighton Gilbert	<i>Sidney and Ellen Wien Professor of the History of Art</i>
Ph.D., New York University	
Ira H. Gilbert	<i>Assistant Professor of Astrophysics</i>
Ph.D., Harvard University	

♦ On Leave, 1968-69.

*** On Leave, Spring Term, 1968-69.

David H. Gillespie	<i>Assistant Professor of Biology</i>
Ph.D., University of Illinois	
*** Nahum Norbert Glatzer	<i>Michael Tuch Professor of Jewish History</i>
Ph.D., University of Frankfurt	
Kenneth H. Golden	<i>Lecturer in Cinematography</i>
M.A., New York University	
Kenneth I. Golden	<i>Visiting Assistant Professor of Astrophysics</i>
D.Sc., University of Paris, Henri	Poincare Institute
Sidney Golden	<i>Henry F. Fischbach Professor of Chemistry</i>
Ph.D., Harvard University	
Erich Goldhagen	<i>Assistant Professor of Near Eastern and Judaic Studies</i>
M.A., McGill University	
Maynard Goldman	<i>Consultant in Music</i>
B.Mus., Boston University	
William M. Goldsmith	<i>Assistant Professor of American Civilization</i>
B.A., St. John's College	
Jack S. Goldstein	<i>Professor of Astrophysics</i>
Ph.D., Cornell University	
Cyrus H. Gordon	<i>Joseph and Esther Foster Professor of Mediterranean Studies</i>
Ph.D., University of Pennsylvania	
Robert S. Greenberg	<i>Assistant Professor of Philosophy</i>
Ph.D., University of Chicago	
* Charles E. Gribble	<i>Assistant Professor of Russian</i>
Ph.D., Harvard University	
Peter Grippe	<i>Lester and Joan Avnet Professor of Sculpture</i>
Marcus T. Grisaru	<i>Associate Professor of Physics</i>
Ph.D., Princeton University	
Eugene P. Gross	<i>Lester and Joan Avnet Professor of Physics</i>
Ph.D., Princeton University	
* Allen S. Grossman	<i>Associate Professor of English</i>
Ph.D., Brandeis University	
Lawrence Grossman	<i>Professor of Biochemistry</i>
Ph.D., University of Southern California	
(Career Award, National Institutes of Health)	
Ernest Grunwald	<i>Professor of Chemistry</i>
Ph.D., University of California, Los Angeles	
Benjamin Halpern	<i>Professor of Near Eastern Studies</i>
Ph.D., Harvard University	
Martin Halpern	<i>Associate Professor of Theater Arts</i>
Ph.D., Harvard University	
Philip C. Hammond, Jr.	<i>Associate Professor of Mediterranean Archeology</i>
Ph.D., Yale University	
Eugenia Hanfmann	<i>Professor of Psychology</i>
Ph.D., University of Jena	
David A. Hanson	<i>Visiting Lecturer in Russian</i>
A.B., Harvard University	

♦ On Leave, 1968-69.

*** On Leave, Spring Term, 1968-69.

David Keith Hardy	<i>Professor of Theater Arts</i>
B.A., Trinity College, Dublin	
Victor Harris	<i>Professor of English</i>
Ph.D., University of Chicago	
*Robert W. Hartman	<i>Assistant Professor of Economics</i>
Ph.D., Harvard University	
Elsie Hasskarl	<i>Instructor in Biology</i>
B.A., Lake Forest College	
Elie Hayon	<i>Adjunct Associate Professor of Chemistry</i>
Ph.D., King's College, Durham University	
John F. Heckman	<i>Lecturer in French and Comparative Literature</i>
M.A., Yale University	
Peter Heller	<i>Assistant Professor of Physics</i>
Ph.D., Harvard University	
Michael J. Henchman	<i>Associate Professor of Chemistry</i>
Ph.D., Yale University	
James B. Hendrickson	<i>Professor of Chemistry</i>
Ph.D., Harvard University	
Maureen Heneghan	<i>Assistant Professor of Costume Design</i>
Maurice Hershenson	<i>Visiting Associate Professor of Psychology</i>
Ph.D., Yale University	
<i>(University of Wisconsin)</i>	
Donald Hindley	<i>Associate Professor of Politics</i>
Ph.D., Australian National University	
Milton Hindus	<i>Professor of English</i>
M.S., City College of New York	
Harrison Hoblitzelle	<i>Lecturer in English</i>
Ph.D., Columbia University	
Harry A. Hoffner, Jr.	<i>Assistant Professor of Anatolian Studies</i>
Ph.D., Brandeis University	
Christoph Hohenemser	<i>Assistant Professor of Physics</i>
Ph.D., Washington University	
**Thomas C. Hollocher, Jr.	<i>Associate Professor of Biochemistry</i>
Ph.D., University of Rochester	
Stephen F. Holtzman	<i>Assistant Professor of Anthropology</i>
B.S., California Institute of Technology	
*Benjamin B. Hoover	<i>Associate Professor of English</i>
Ph.D., University of California, Berkeley	
Laura Hourtiennne	<i>Assistant Professor of German</i>
Ph.D., Bryn Mawr College	
Clifford C. Huffman, Jr.	<i>Instructor in English</i>
M.A., Clare College, Cambridge University	
Everett C. Hughes	<i>Professor Emeritus of Sociology</i>
Ph.D., University of Chicago	
John M. Hughes	<i>Assistant Professor of Physical Education</i>
B.S., Boston University	
Gerald N. Izenberg	<i>Assistant Professor in the History of Ideas</i>
A.M., Harvard University	

^o On Leave, 1968-69.^{oo} On Leave, Fall Term, 1968-69.

* On Leave, 1968-69.

** On Leave, Fall Term, 1968-69.

Joseph C. Landis Ph.D., New York University	<i>Visiting Professor of Yiddish Literature</i>
(on the Jacob Berg Foundation)	
Frederic C. Lane Ph.D., Harvard University	<i>Visiting Professor of History</i>
Robert V. Lange Ph.D., Harvard University	<i>Assistant Professor of Physics</i>
***Walter V. Laqueur	<i>Professor of History of Ideas and Politics</i>
Robert J. Larner Ph.D., University of Wisconsin	<i>Assistant Professor of Economics</i>
Hubert P. LeBlanc, Jr. B.A., Brandeis University	<i>Lecturer in Physical Education</i>
Susan Leeman Ph.D., Radcliffe College	<i>Assistant Research Professor of Biochemistry</i>
Louis Lefebre Ph.D., Massachusetts Institute of Technology	<i>Fred C. Hecht Professor of International Economics</i>
Eugene Lehner M.M., Budapest Conservatory	<i>Consultant in Chamber Music</i>
*Alan Lelchuk Ph.D., Stanford University	<i>Assistant Professor of English</i>
***Max Lerner Ph.D., Robert Brookings Graduate School	<i>Max Richter Professor of American Civilization and Institutions</i>
Baruch A. Levine Ph.D., Brandeis University	<i>Associate Professor of Hebrew Literature</i>
Harold I. Levine Ph.D., University of Chicago	<i>Professor of Mathematics</i>
Jerome P. Levine Ph.D., Princeton University	<i>Associate Professor of Mathematics</i>
**Lawrence Levine Sc.D., Johns Hopkins University	<i>Professor of Biochemistry</i>
	<i>(American Cancer Society Professorship)</i>
Norman E. Levine B.S., Bates College	<i>Assistant Professor of Physical Education</i>
Alan L. Levitan Ph.D., Princeton University	<i>Assistant Professor of English</i>
Avigdor Levy M.A., Brandeis University	<i>Assistant Professor of Islamic Studies</i>
Leonard W. Levy Ph.D., Columbia University	<i>Earl Warren Professor of American Constitutional Studies</i>
Denah Levy Lida Ph.D., University of Mexico	<i>Professor of Spanish</i>
David I. Lieberman Ph.D., Massachusetts Institute of Technology	<i>Assistant Professor of Mathematics</i>
Henry Linschitz Ph.D., Duke University	<i>Helena Rubenstein Professor of Chemistry</i>
**Edgar Lipworth Ph.D., Columbia University	<i>Professor of Physics</i>

^{*} On Leave, 1968-69.^{**} On Leave, Fall Term, 1968-69.^{***} On Leave, Spring Term, 1968-69.

Robert J. Littman B.Litt., Oxford University	<i>Instructor in Classics</i>
Vicente Lloréns Ph.D., University of Madrid	<i>Jacob Ziskind Visiting Professor of Romance Languages</i> <i>(Princeton University)</i>
Elaine P. Loeffler B.A., Smith College	<i>Assistant Professor of Fine Arts</i>
Harvey S. London Ph.D., Columbia University	<i>Assistant Professor of Psychology</i>
Farnsworth Loomis M.D., Harvard University	<i>Louis I. and Bessie Rosenfield Professor of Biochemistry</i>
John M. Lowenstein Ph.D., London University	<i>Associate Professor of Biochemistry</i>
Heinz M. Lubasz Ph.D., Yale University	<i>Associate Professor of History of Ideas</i>
Alvin A. Lucier M.F.A., Brandeis University	<i>Assistant Professor of Music and Director</i> <i>of the University Chorus</i>
Joseph S. Lukinsky M.H.L., Jewish Theological Seminary	<i>Assistant Professor and Director of Jewish Education</i>
Alexander C. MacIntyre M.A., University of Manchester	<i>Jacob Ziskind Visiting Professor</i> <i>in the History of Ideas</i>
Roy C. Macridis Ph.D., Harvard University	<i>(University of Essex, England)</i> <i>Meyer and Walter Jaffe Professor of Politics</i>
Douglas R. Maddox M.F.A., Carnegie Institute of Technology	<i>Assistant Professor of Theater Arts</i>
Robert J. Maeda M.A., University of Michigan	<i>Instructor in Fine Arts</i>
Brendan A. Maher Ph.D., Ohio State University	<i>Meshulan and Judith Riklis Professor</i> <i>of Behavioral Science</i>
Jean-Claude R. Maître Agrégé de L'Université de Rennes	<i>Lecturer in French</i>
Farahe Maloof M.D., Tufts College Medical School	<i>Adjunct Associate Professor of Biochemistry</i>
***Robert A. Manners Ph.D., Columbia University	<i>Professor of Anthropology</i>
Abraham H. Maslow Ph.D., University of Wisconsin	<i>George and Frances Levin Professor of Psychology</i>
William H. Matheson Ph.D., University of Michigan	<i>Associate Professor of French</i>
Teruhisa Matsusaka D.Sc., Kyoto University	<i>Professor of Mathematics</i>
John F. Matthews A.B., University of Cincinnati	<i>Associate Professor of Theater Arts</i>
Alan L. Mayer Ph.D., Princeton University	<i>Associate Professor of Mathematics</i>
Michael B. Mazur M.F.A., Yale University	<i>Assistant Professor of Fine Arts</i>

*** On Leave, Spring Term, 1968-69.

Joseph V. Messer	<i>Adjunct Assistant Professor of Biochemistry</i>
M.D., Harvard Medical School	
***Marvin Meyers	<i>Harry S. Truman Professor of American Civilization</i>
Ph.D., Columbia University	
Allen P. Mills, Jr.	<i>Instructor in Physics</i>
Ph.D., Brandeis University	
Benjamin R. Mollow	<i>Assistant Professor of Physics</i>
Ph.D., Harvard University	
***Paul H. Monsky	<i>Associate Professor of Mathematics</i>
Ph.D., University of Chicago	
Charles W. Moore	<i>Associate Professor of Theater Arts</i>
M.F.A., Yale University	
***Ricardo B. Morant	<i>Minnie and Harold L. Fierman Professor of Psychology</i>
Ph.D., Clark University	
Ruth Schachter Morgenthau	<i>Associate Professor of Politics</i>
Ph.D., Oxford University, England	
E. Craig Morris	<i>Assistant Professor of Anthropology</i>
Ph.D., University of Chicago	
L. Kent Morrison	<i>Instructor in Physics</i>
Ph.D., University of Washington	
William T. Murakami	<i>Associate Professor of Biochemistry</i>
Ph.D., University of Southern California (<i>American Cancer Faculty Research Award</i>)	
N. Richard Nash	<i>Associate Professor of Theater Arts</i>
B.S., University of Pennsylvania	
**Howard NemEROV	<i>Professor of English</i>
B.A., Harvard University	
Gordon D. Newby	<i>Assistant Professor of Mediterranean Studies</i>
Ph.D., Brandeis University	
*Anna Catherine Nichols	<i>Associate Professor of Physical Education</i>
M.S., Wellesley College	
*Eric A. Nordlinger	<i>Assistant Professor of Politics</i>
Ph.D., Princeton University	
Herbert Oberlander	<i>Assistant Professor of Biology</i>
Ph.D., Western Reserve University	
Thomas O'Brien	<i>Assistant Professor of Economics</i>
M.A., Cornell University	
Franco Occhionero	<i>Visiting Assistant Professor of Astrophysics</i>
Ph.D., University of Rome (<i>University of Rome</i>)	
Irving Olin	<i>Associate Professor of Physical Education</i>
M.A., Rutgers University	
Gjerding Olsen	<i>Assistant Professor of Biology</i>
Ph.D., Harvard University	
Richard J. Onorato	<i>Assistant Professor of English</i>
A.M., Harvard University	
*Richard S. Palais	<i>Professor of Mathematics</i>
Ph.D., Harvard University	

[◦] On Leave, 1968-69.^{◦◦} On Leave, Fall Term, 1968-69.^{◦◦◦} On Leave, Spring Term, 1968-69.

Judith P. Pasqualucci	<i>Instructor in Physical Education</i>
M.A., Michigan State University	
*Hugh N. Pendleton, III	<i>Associate Professor of Physics</i>
Ph.D., Carnegie Institute of Technology	
Frances S. Perkins	<i>Lecturer in Psychology</i>
M.Ed., Tufts University	
David M. Perlmutter	<i>Assistant Professor of English</i>
A.B., Harvard University	
Robert P. Perrin	<i>Assistant Professor of Physics</i>
Ph.D., Massachusetts Institute of Technology	
Christian F. Peskin	<i>Lecturer and Research Associate in Mathematics</i>
Ph.D., University of Paris, Faculty of Sciences	
Mordeca J. Pollock	<i>Instructor in French</i>
A.M., City College of New York	
Richard H. Popkin	<i>Jacob Ziskind Visiting Professor in the History of Ideas</i>
Ph.D., Columbia University	
(University of California, San Diego)	
Martin Posner	<i>Visiting Assistant Professor of Biochemistry</i>
Ph.D., Princeton University	
Robert Otto Preyer	<i>Professor of English</i>
Ph.D., Columbia University	
Philip Rahv	<i>Professor of English</i>
Alan T. Ramsey	<i>Assistant Professor of Physics</i>
Ph.D., University of Wisconsin	
Harry Rand	<i>Adjunct Professor of Clinical Psychology</i>
M.D., Middlesex University Medical School	
Esther E. Rawidowicz	<i>Assistant Professor Emeritus of German</i>
Ph.D., University of Berlin	
O. Ralph Raymond, II	<i>Assistant Professor of Politics</i>
M.A., Harvard University	
Ralph Reid	<i>Instructor in Mathematics</i>
Ph.D., Princeton University	
Janine Reisman	<i>Lecturer in French</i>
A.B., Brandeis University	
Karl M. I. Reisman	<i>Assistant Professor of Anthropology</i>
Ph.D., Harvard University	
*Jack Reitzes	<i>Assistant Professor and Director of Education</i>
Ed.D., Harvard University	
Patricia K. Reynolds	<i>Assistant Professor of Speech</i>
Norman Rizzi	<i>Instructor in Theater Arts</i>
Dwight R. Robinson	<i>Adjunct Assistant Professor of Biochemistry</i>
M.D., Columbia College of Physicians and Surgeons	
Marguerite S. Robinson	<i>Assistant Professor of Anthropology</i>
Ph.D., Harvard University	
John P. Roche	<i>Morris Hillquit Professor of Labor and Social Thought</i>
Ph.D., Cornell University	

Nicholas Rodis	<i>Professor of Physical Education</i>
Ed.M., American International College	
Leslie J. Roos, Jr.	<i>Assistant Professor of Politics</i>
Ph.D., Massachusetts Institute of Technology	
Constance H. Rose	<i>Lecturer in Spanish</i>
A.M., Boston University	
Larry Rosenberg	<i>Assistant Professor of Sociology</i>
Ph.D., University of Chicago	
Myron Rosenblum	<i>Professor of Chemistry</i>
Ph.D., Harvard University	
Gerald Rosenthal	<i>Associate Professor of Economics</i>
Ph.D., Harvard University	
Hugo Rossi	<i>Professor of Mathematics</i>
Ph.D., Massachusetts Institute of Technology	
Charles C. Russell	<i>Lecturer in Italian</i>
M.A., Bryn Mawr College	
Murray Sachs	<i>Professor of French</i>
Ph.D., Columbia University	
<i>(on the B. E. and Régine S. Levy Foundation)</i>	
I. Milton Sacks	<i>Associate Professor of Politics</i>
Ph.D., Yale University	
Benson Saler	<i>Associate Professor of Anthropology</i>
Ph.D., University of Pennsylvania	
Peter M. Sander	<i>Lecturer in Theater Arts</i>
M.F.A., Carnegie Institute of Technology	
Nahum M. Sarna	<i>Dora Golding Professor of Biblical Studies</i>
Ph.D., Dropsie College	
Gordon Hisashi Sato	<i>Professor of Biochemistry</i>
Ph.D., California Institute of Technology	
<i>(on the Rosenstiel Foundation)</i>	
David G. Schaeffer	<i>Lecturer and Research Associate in Mathematics</i>
Ph.D., Massachusetts Institute of Technology	
Jerome A. Schiff	<i>Professor of Biology</i>
Ph.D., University of Pennsylvania	
Wilfried Schmid	<i>Visiting Assistant Professor of Mathematics</i>
Ph.D., University of California, Berkeley	
Peter E. Schmidt	<i>Assistant Professor of Physics</i>
Ph.D., Columbia University	
Melvyn Schnall	<i>Assistant Professor of Psychology</i>
Ph.D., Clark University	
Howard J. Schnitzer	<i>Professor of Physics</i>
Ph.D., University of Rochester	
Barney K. Schwalberg	<i>Assistant Professor of Economics</i>
Ph.D., Harvard University	
Morris S. Schwartz	<i>Mortimer Gryzmish Professor of Human Relations</i>
Ph.D., University of Chicago	
Silvan S. Schweber	<i>Professor of Physics</i>
Ph.D., Princeton University	
Niki Scoufopoulos	<i>Assistant Professor of Classics</i>
Ph.D., Yale University	

Robert T. Seeley	<i>Professor of Mathematics</i>
Ph.D., Massachusetts Institute of Technology	
William Chapin Seitz	<i>Professor of Fine Arts</i>
Ph.D., Princeton University	
John W. Senders	<i>Lecturer in Psychology</i>
A.B., Harvard University	
Elizabeth P. Sessions	<i>Instructor in Russian</i>
M.A., Princeton University	
***Harold S. Shapero	<i>Professor of Music</i>
A.B., Harvard University	
Marshall S. Shatz	<i>Assistant Professor of History</i>
M.A., Columbia University	
Seymour J. Shifrin	<i>Professor of Music</i>
M.A., Columbia University	
Shoichi Shimizu	<i>Visiting Assistant Professor of Biochemistry</i>
D.Eng., Kyoto University	
***Michael I. Shub	<i>Assistant Professor of Mathematics</i>
Ph.D., University of California, Berkeley	
Andrew J. Silver	<i>Lecturer in Cinematography</i>
M.Sc., Massachusetts Institute of Technology	
Marianne L. Simmel	<i>Professor of Psychology</i>
Ph.D., Harvard University	
Mitchell Siporin	<i>Charles Bloom Professor in Arts of Design</i>
Philip E. Slater	<i>Professor of Sociology</i>
Ph.D., Harvard University	
John H. Smith	<i>Associate Professor of English</i>
Ph.D., University of Illinois	
B. Zvi Sobel	<i>Assistant Professor of Sociology</i>
Ph.D., New School for Social Research	
Gerald L. Soliday	<i>Instructor in History</i>
M.A., Ohio State University	
Frederic T. Sommers	<i>Harry Austryn Wolfson Professor of Philosophy</i>
Ph.D., Columbia University	
Morris Soodak	<i>Associate Professor of Biochemistry</i>
Ph.D., Fordham University	
Michael Spivak	<i>Assistant Professor of Mathematics</i>
Ph.D., Princeton University	
S. Susan Staves	<i>Assistant Professor of English</i>
Ph.D., University of Virginia	
Sidney I. Stecher	<i>Assistant Professor of Psychology</i>
Ph.D., City University of New York	
Colin Steel	<i>Associate Professor of Chemistry</i>
Ph.D., Edinburgh University	
Maurice R. Stein	<i>Jacob S. Potofsky Professor of Sociology</i>
Ph.D., Columbia University	
Frank Stella	<i>Visiting Artist in the Department of Fine Arts (on the Maurice and Shirley Saltzman Artist-in-Residence Fund)</i>
Ph.D., Dartmouth College	
Raymond E. Stephens	<i>Assistant Professor of Biology</i>
Ph.D., Dartmouth College	

Robert Stevenson	<i>Professor of Chemistry</i>
Ph.D., Royal College of Science and Technology, Glasgow	
Douglas J. Stewart	<i>Assistant Professor of Classics</i>
Ph.D., Cornell University	
Ernest Stock	<i>Lecturer in Politics</i>
Ph.D., Columbia University	
Maurice Sussman	<i>Professor of Biology</i>
Ph.D., University of Minnesota	
Peter Swiggart	<i>Associate Professor of English</i>
Ph.D., Yale University	
Marie Syrkin	<i>Professor Emeritus of Humanities</i>
M.A., Cornell University	
Andrew G. Szent-Gyorgyi	<i>Professor of Biology</i>
M.D., University of Budapest	
Lucien Szpiro	<i>Lecturer and Research Associate in Mathematics</i>
Ph.D., University of Paris, Faculty of Sciences	
Robert Szulkin	<i>Assistant Professor of Russian</i>
Ph.D., Harvard University	
Ralph Tarica	<i>Assistant Professor of French</i>
Ph.D., Harvard University	
Meredith Jane Tax	<i>Lecturer in English</i>
A.B., Brandeis University	
Stephan Thernstrom	<i>Associate Professor of History</i>
Ph.D., Harvard University	
James Thorpe, III	<i>Instructor in English</i>
B.A., Swarthmore College	
Serge N. Timasheff	<i>Professor of Biochemistry</i>
Ph.D., Fordham University	
Caldwell Titcomb	<i>Associate Professor of Music</i>
Ph.D., Harvard University	
Anne Tolbert	<i>Instructor in Dance</i>
B.A., City College of New York	
*** Stephen E. Toulmin	<i>Professor of Philosophy and History of Ideas</i>
Ph.D., Cambridge University	
Leo Treitler	<i>Associate Professor of Music</i>
Ph.D., Princeton University	
* Thomas R. Tuttle, Jr.	<i>Associate Professor of Chemistry</i>
Ph.D., Washington University	
Krishna B. Vaid	<i>Visiting Associate Professor of English</i>
Ph.D., Harvard University	
Milton I. Vanger	<i>Associate Professor of History</i>
Ph.D., Harvard University	
John van Heijenoort	<i>Professor of Philosophy</i>
Ph.D., New York University	
** Helen Van Vunakis	<i>Associate Professor of Biochemistry</i>
Ph.D., Columbia University <i>(on a Research Cancer Award, National Institutes of Health)</i>	

• On Leave, 1968-69.

•• On Leave, Fall Term, 1968-69.

••• On Leave, Spring Term, 1968-69.

John J. Viertel M.A., Brandeis University	<i>Assistant Professor of German</i>
William R. Vitale Ph.D., Columbia University	<i>Instructor in Chemistry</i>
Samuel E. Wallace Ph.D., University of Minnesota	<i>Assistant Professor of Sociology</i>
*Kenneth N. Waltz <i>Adlai E. Stevenson Professor of International Politics</i> Ph.D., Columbia University	
Aileen Ward Ph.D., Radcliffe College	<i>Professor of English</i>
***Richard S. Weckstein Ph.D., University of Wisconsin	<i>Professor of Economics</i>
	<i>(on the Carl Marks Foundation)</i>
Alex Weingrod Ph.D., University of Chicago	<i>Associate Professor of Anthropology</i>
***Harold Weisberg Ph.D., Columbia University	<i>Professor of Philosophy</i>
Albert Weller Ph.D., University of Tübingen	<i>Visiting Professor of Chemistry and Senior Foreign Scientist of National Science Foundation</i>
Chung-chi Wen M.A., University of Singapore	<i>Assistant Professor of History</i>
David Westphal	<i>Lecturer in Cinematography</i>
David S. Wiesen Ph.D., Harvard University	<i>Associate Professor of Classics</i>
John Burt Wight Ed.D., Harvard University	<i>Lecturer in English</i>
Peter J. Wilson Ph.D., Yale University	<i>Visiting Professor of Anthropology</i>
	<i>(Bennington College)</i>
Arthur Wingfield Ph.D., Oxford University	<i>Assistant Professor of Psychology</i>
Jerome Wodinsky Ph.D., University of Texas	<i>Associate Professor of Psychology</i>
*Sanford E. Wolf Ph.D., Columbia University	<i>Assistant Professor of Physics</i>
Kurt H. Wolff Ph.D., University of Florence	<i>Professor of Sociology</i>
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Index

Academic Regulations	49
Administration of the University	238
Admission	44
Adult Education	24
American Jewish Historical Society	22
Anthropology	67
Areas of Study and Courses	67
Auditing Courses	50
Biochemistry	75
Biology	81
Biophysics	87
Brandeis University	11
Calendar	8
Chemistry	89
Comparative History	98
Contemporary Jewish Studies	102
Creative Arts Awards	23
Credit for Work Done Elsewhere	52
Degree Requirements, General	56
Directories	221
Dismissal	56
Dissertation	59
Eban Lectureships	21
Employment	66
English and American Literature	105
Expulsion	56
Faculty	222
Fees	60
Fellowships	208
Financial Assistance	64
Fine Fund	21
Foreign Students	47
Full-Time Resident Status	53

General Description	25
General Information	41
Grades	51
Graduate Council	237
Health Office	43
Heller School	13
Helmsley Lectureships	21
Hiatt Institute	16
History of American Civilization	113
History of Ideas	120
History of the University	11
Housing	42
Incompletes	51
Kutz School	14
Language Requirements	58
Laurie Fund	23
Leave of Absence	54
Lowell Council	22
Lown School	15
Lemberg Center	19
Lemberg Nursery School	20
Loeb Center	24
Lowell Council	22
Lown School	15
Mathematics	130
Medical Science Research Center	16
Mediterranean Studies	135
Morse Center	19
Music	142
Near Eastern and Judaic Studies	148
Organization	12
Part-Time Resident Status	53
Philosophy	157
Physics	163

Politics	171
Poses School	15
Program, Change of	50
Professorships	20
Psychology	181
Registration	50
Research Assistantships	66
Residence Requirements	52
Rogoff Trust	22
Rosenstiel Biochemistry Program	20
Sociology	190
Special Students	54
Summer Institute	24
Teaching Assistantships	65
Theater Arts	201
Themis House	24
University Organization	12
Wien Program	17
Wiener Lectureships	21
Wise Lectureships	21
Withdrawal	55
Ziskind Professorships	20

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